

Western Kentucky University  
Office of the Dean  
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: April 2011  
FROM: Graduate Studies and Research

The Graduate Council submits the following items for consideration. Items marked with an asterisks [\*] are information items. All other items are consent items:

- I. Create a Temporary Course
  - GWS 510 Black Feminisms & the Politics of Community\*
  - ADED 600 Maintaining Matriculation\*
  
- II. Make Multiple Revisions to a Course
  - WOMN 590 Directed Study in Women's Studies
  
- III. Revise a Course Title
  - WOMN 421G Women and Science
  - WOMN 470G Special Topics in Women's Studies
  
- IV. Revise Course Catalog Listing
  - MUS 500 Theory Seminar
  - MUS 511 Investigations of Music Education
  
- V. Revise Course Prerequisites/Corequisites
  - EDLD 720 IND/GRP Issues in Lead
  - EDLD 730 Leading the Organization
  - MATH 540 Stochastic Processes
  
- VI. Reactivate a Suspended Course
  - RELS 426G Dead Sea Scrolls
  
- VII. Create a New Course
  - GWS 630 Feminist Pedagogies
  - AMS 540 Theory of Constraints
  - AMS 580 Six Sigma Quality
  - AMS 594 Lean Systems
  - MUS 519 Conducting Seminar
  - MUS 520 Advanced Pedagogy in Music
  - MUS 625 Graduate Capstone Project in Music
  
- VIII. Change a Course Prefix
  - WS to GWS
  - EDAD 798 and 799 to EDLD 798 and 799

IX. Create New Degree Type

Doctor of Physical Therapy  
Master of Music

X. Revise a Program

Women's Studies Certificate, Ref. # 161  
MAE Elementary Education for Teacher Leaders, Ref. #0433  
MAE Middle Grades Education for Teacher Leaders, Ref. #0434  
MAE Secondary Education for Teacher Leaders, Ref. #0435  
Master of Health Administration, Ref. #153  
Technology Management, Ref. #045  
MAE in Music Education for Teacher Leaders, Ref. #0439

XI. Revise an Academic Policy

Time Limits for Completion of Doctoral Degree  
Transfer of Graduate Credits  
Incomplete designation (X) on the transcript

Proposal Date: February 25, 2011

**University College  
Women's Studies Program  
Proposal to Create a Temporary Course  
(Information Item)**

Contact Person: Jane Olmsted, [jane.olmsted@wku.edu](mailto:jane.olmsted@wku.edu), 5787

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: GWS 510
- 1.2 Course title: Black Feminisms and the Politics of Community
- 1.3 Abbreviated course title: Black Feminisms & Community
- 1.4 Credit hours: 3
- 1.5 Schedule type: S
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Examination of the history of black feminisms in America with particular attention to the role and mythologizing of community, as in "black community" and "feminist community."

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: This course fulfills an important area in the curriculum of the graduate certificate in Women's & Gender Studies, but due to shifts in personnel the program is now able to offer it, on a trial basis.
- 2.2 Relationship of the proposed course to courses offered in other academic units: WGS 510 is related to offerings in History, English, and Sociology that address Black history (HIST 552 American Civil Rights Movement), women's literature (ENG 497G Women Writers), and sociological studies on race and gender (SOCL 548 Race, Class, Crime or SOCL 546 Gender, Crime, and Justice). However, this course focuses specifically on the rich history of black feminist and womanist scholarship and as such does not duplicate other disciplinary offerings.

**3. Description of proposed course**

- 3.1 Course content outline
  - I. Early Expressions of Black Feminism & Womanism
  - II. Black Feminism Emerging in Art, Literature, and Music
  - III. Struggles within the Women's Movement and Black Feminist Movement
  - IV. Essentialism and the Politics of "Community": Coalitions, Battles, and Reconciliations within and across Community Lines
  - V. Impact of the Third Wave on Black Feminist Thought
- 3.2 Tentative text(s)
  - Austin, Regina. "'The Black Community,' Its Lawbreakers, and a Politics of Identification." *HeinOnline* 65 S. Cal. L. Rev 1769. 1991-1992.
  - Collins, Patricia Hill. *Black Feminist Thought*, 2nd edition. Routledge, 2002.
  - . *From Black Power to Hip Hop: Racism, Nationalism, and Feminism*. Philadelphia: Temple UP, 2006.
  - Davis, Angela. *Are Prisons Obsolete?* Open Media Series. Toronto: Publishers Group Canada, 2003.
  - Henry, Astrid. *Not My Mother's Sister: Generational Conflict and Third Wave Feminism*. Indiana Univ. Press, 2004.
  - hooks, bell. *Ain't I a Woman: Black Women and Feminism*. South End Press, 1999.

---. *Black Looks: Race and Representation*. South End Press, 1999.

Lorde, Audre. *Zami: A New Spelling of My Name*. The Crossing Press, 1983.

---. *Sister/Outsider*. The Crossing Press, 2007 (1984).

Manning Marable, Ed., *The New Black Renaissance: The Souls Anthology of Critical African-American Studies* Boulder: Paradigm, 2005.

Ransby, Barbara. "Black Feminism at Twenty-One: Reflections on the Evolution of a National Community." *Signs: Journal of Women in Culture and Society* 2000. 5.4, 1215-1221.

Walker, Alice. *In Search of Our Mother's Gardens: Womanist Prose*. Mariner Books, 1989.

Walker, Rebecca. *Selected Essays*.

White, E. Frances. *Dark Continent of Our Bodies: Black Feminism and the Politics of Respectability*. Philadelphia: Temple University Press, 2001.

**4. Second offering of a temporary course (if applicable)**

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

**5. Term of Implementation:** Fall 2011

**6. Dates of review/approvals:**

Women's Studies Program	<u>February 25, 2011</u>
University College Graduate Curriculum Committee	<u>February 28, 2011</u>
University College Dean	<u>March 9, 2011</u>
Graduate Council Chair	<u>March 11, 2011</u>
Provost:	<u>March 14, 2011</u>

**Attachment: Course Inventory Form**

Proposal Date: March 1, 2011

**College of Education and Behavior Sciences  
Department of Educational Administration, Leadership and Research  
Proposal to Create a Temporary Course  
(Information Item)**

Contact Person: Jim Berger, [jim.berger@wku.edu](mailto:jim.berger@wku.edu), 5-3892

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: ADED 600
- 1.2 Course title: Maintaining Matriculation
- 1.3 Abbreviated course title: Maintaining Matriculation
- 1.4 Credit hours: 1-6
- 1.5 Schedule type: M
- 1.6 Prerequisites: ADED 510 and 21 earned hours in the ADED program.
- 1.7 Course description: One to six hours for ADED students needing to maintain matriculation.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: To allow a thesis student to register for a course while he completes his thesis. He has already completed six hours in the thesis project but has not completed the project itself.
- 2.2 Relationship of the proposed course to courses offered in other academic units: This course is very similar to those courses in other departments offering a Maintaining Matriculation course. Most master's degree program which offer a thesis option provide the ability of the student to maintain matriculation while they complete their thesis.

**3. Description of proposed course**

- 3.1 Course content outline: N/A
- 3.2 Tentative text(s): N/A

**4. Second offering of a temporary course (if applicable)**

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

**5. Term of Implementation: Spring, 2011**

**6. Dates of review/approvals:**

Educational Administration, Leadership and Research Dept: 3-1-2011

CEBS Curriculum Committee 3-1-2011

Provost: \_\_March 11, 2011\_\_

**Attachment: Course Inventory Form**

Proposal Date: January 28, 2011

**University College  
Women's & Gender Studies Program  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Jane Olmsted, [jane.olmsted@wku.edu](mailto:jane.olmsted@wku.edu), 5-6477

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: WOMN 590
- 1.2 Course title: Directed Study in Women's Studies
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Directed Study in Women's Studies
- 2.2 Proposed course title: Directed Study in Women's & Gender Studies
- 2.3 Proposed abbreviated title: Directed Study in GWS
- 2.4 Rationale for revision of course title: The change in course name is consistent with program changes.

**3. Revise course number:**

- 3.1 Current course number: none
- 3.2 Proposed course number: none
- 3.3 Rationale for revision of course number: none

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements:  
Permission of the instructor.
- 4.2 Proposed prerequisites/corequisites/special requirements:  
Students must have completed 9 hours toward the graduate certificate in women's and gender studies and permission of the instructor.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:  
Students need to establish a background of knowledge and demonstrate competence in advanced women's and gender studies before pursuing a directed study. This prerequisite will eliminate situations where students have attempted a directed study without sufficient background and found themselves struggling (along with the professor) to make up for that deficit, rather than doing meaningful independent research.
- 4.4 Effect on completion of major/minor sequence: none.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: none
- 5.2 Proposed course catalog listing: none
- 5.3 Rationale for revision of course catalog listing: none

**6. Revise course credit hours:**

- 6.1 Current course credit hours: none
- 6.2 Proposed course credit hours: none
- 6.3 Rationale for revision of course credit hours: none

**7. Proposed term for implementation: Spring 2012**

**8. Dates of prior committee approvals:**

Women's Studies Program	<u>January 28, 2011</u>
University College Curriculum Committee	<u>February 28, 2011</u>
Graduate Council	<u>March 17, 2011</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: January 28, 2010

**University College  
Women's Studies Program  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Jane Olmsted, [jane.olmsted@wku.edu](mailto:jane.olmsted@wku.edu), 745-5787

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: WOMN 421G
- 1.2 Course title: Women and Science
- 1.3 Credit hours: 3

**2. Proposed course title:** Women, Gender, and Science

**3. Proposed abbreviated course title:** Women, Gender, and Science  
**(max. of 30 characters including spaces)**

**4. Rationale for the revision of course title:** The Women's Studies Program is revising its name to Women & Gender Studies Program. All courses that specify "women's studies" in the title should be corrected to match the new program name, with the inclusion of "and gender." In this case, some of the significant theories and studies address gender, thus opening up the options for course content, while retaining the emphasis on women.

**5. Proposed term for implementation:** 201130

**6. Dates of prior committee approvals:**

Women's Studies Program:	<u>January 28, 2011</u>
University College Curriculum Committee	<u>February 28, 2011</u>
Graduate Council	<u>March 17, 2011</u>
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: January 28, 2010

**University College  
Women's Studies Program  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Jane Olmsted, [jane.olmsted@wku.edu](mailto:jane.olmsted@wku.edu), 745-5787

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: WOMN 470G
- 1.2 Course title: Special Topics in Women's Studies
- 1.3 Credit hours: 3

**2. Proposed course title:** Special Topics in Women's & Gender Studies

**3. Proposed abbreviated course title:** Special Topics Women & Gender  
**(max. of 30 characters including spaces)**

**4. Rationale for the revision of course title:** The Women's Studies Program is revising its name to Women & Gender Studies Program. All courses that specify "women's studies" in the title should be corrected to match the new program name, with the inclusion of "and gender."

**5. Proposed term for implementation:** 201130

**6. Dates of prior committee approvals:**

Women's Studies Program:	<u>January 28, 2011</u>
University College Curriculum Committee	<u>February 28, 2011</u>
Graduate Council	<u>March 17, 2011</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 12-07-10

**Potter College of Arts and Letters  
Department of Music  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Michael Kallstrom, [michael.kallstrom@wku.edu](mailto:michael.kallstrom@wku.edu), 745-5400

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MUS 500
- 1.2 Course title: Theory Seminar
- 1.3 Credit hours: 3

**2. Current course catalog listing:**

**MUS 500 THEORY SEMINAR 3 hours**

**3. Proposed course catalog listing:**

**MUS 500 THEORY SEMINAR 3 hours**

Study and application of analytical techniques as they apply to the formal structure of music.

**4. Rationale for revision of the course catalog listing:**

There is currently no course description for MUS 500 in the Graduate Catalog.

**5. Proposed term for implementation:**

Fall 2011

**6. Dates of prior committee approvals:**

Department of Music Graduate Faculty	1-24-11
PCAL Curriculum Committee	2-3-11
Professional Education Council	2-16-11
Graduate Council	__March 17, 2011__
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 12-08-10

**Potter College of Arts and Letters  
Department of Music  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Jeff Bright, [jeff.bright@wku.edu](mailto:jeff.bright@wku.edu) , 745-4024

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MUS 511
- 1.2 Course title: Investigations of Music Education
- 1.3 Credit hours: 3

**2. Current course catalog listing:**

Problems and methods of research in music education. Includes application of pure and action research and investigation of published research in music education.

**3. Proposed course catalog listing:**

The philosophical, historical and experimental research methods in music education and its application within 21st century teaching-learning contexts.

**4. Rationale for revision of the course catalog listing:**

Provide an accurate description of current course contents.

**5. Proposed term for implementation: Fall, 2011**

**6. Dates of prior committee approvals:**

Department of Music Graduate Faculty	1-24-11
PCAL Curriculum Committee	2-3-11
Professional Education Council	2-16-11
Graduate Council	__March 17, 2011__
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 12/13/2010

**College of Education & Behavioral Sciences  
Educational Leadership Doctoral Program  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: EDLD 720
- 1.2 Course title: IND/GRP ISSUES IN LEAD
- 1.3 Credit hours: 3

**2. Current prerequisites/corequisites/special requirements:** None.

**3. Proposed prerequisites/corequisites/special requirements:** EDLD 710 or permission of both instructor and Director of Educational Leadership Doctoral Program

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The Educational Leadership doctoral program was designed as a cohort program with students working together in core leadership courses. "Cohort hopping" by some students interferes with this intended structure. However, "permission of instructor" will allow for exceptions for student with extenuating circumstances.

**5. Effect on completion of major/minor sequence:** None.

**6. Proposed term for implementation:** Fall 2011

**7. Dates of prior committee approvals:**

EDD Leadership Council	<u>1-7-2011</u>
CEBS Curriculum Committee	<u>2-1-2011</u>
Professional Education Council	<u>2-16-2011</u>
Graduate Council	<u>March 17, 2011</u>
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 12/13/2010

**College of Education & Behavioral Sciences  
Educational Leadership Doctoral Program  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: EDLD 730
- 1.2 Course title: LEADING THE ORGANIZATION
- 1.3 Credit hours: 3

**2. Current prerequisites/corequisites/special requirements:** None.

**3. Proposed prerequisites/corequisites/special requirements:** EDLD 720 or permission of both instructor and Director of Educational Leadership Doctoral Program

**4. Rationale for the revision of prerequisites/corequisites/special requirements:** The Educational Leadership doctoral program was designed as a cohort program with students working together in core leadership courses. "Cohort hopping" by some students interferes with this intended structure. However, "permission of instructor" will allow for exceptions for student with extenuating circumstances.

**5. Effect on completion of major/minor sequence:** None.

**6. Proposed term for implementation:** Fall 2011

**7. Dates of prior committee approvals:**

EDD Leadership Council	<u>1-7-2011</u>
CEBS Curriculum Committee	<u>2-1-2011</u>
Professional Education Council	<u>3-16-2011</u>
Graduate Council	<u>March 17, 2011</u>
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: February 8, 2011

**Potter College of Arts & Letters  
Department of Philosophy and Religion  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Eric Bain-Selbo, [eric.bain-selbo@wku.edu](mailto:eric.bain-selbo@wku.edu), 55744

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: RELS 426G
- 1.2 Course title: Dead Sea Scrolls
- 1.3 Credit hours: 3

**2. Rationale for the course reactivation:** The undergraduate version of this course is taught every other year by a current faculty member. As the Religious Studies program implements its new M.A. program in the fall, a graduate component to this course would be helpful in meeting graduate student demand and interest. As a general rule, we will limit the use of 400G courses in our program (such a limitation is written into the program description). However, given that next year is the first year of the program and there will be limited enrollment to justify too many stand-alone graduate courses, the use of this graduate course makes a good deal of practical sense.

**3. Effect of course reactivation on programs or other departments, if known:** None.

**4. Proposed term for implementation:** 201130

**5. Dates of prior committee approvals:**

Religious Studies program	February 8, 2011
Department of Philosophy and Religion	February 15, 2011
Potter College Curriculum Committee	March 3, 2011
Graduate Council	__March 17, 2011__
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: January 28, 2011

**University College**  
**The Women's & Gender Studies Program**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Kristi Branham, [kristi.branham@wku.edu](mailto:kristi.branham@wku.edu), 745-2943

**1. Identification of proposed course:**

- 1.1 **Course prefix (subject area) and number:** GWS 630
- 1.2 **Course title:** Feminist Pedagogies
- 1.3 **Abbreviated course title:** Feminist Pedagogies
- 1.4 **Credit hours and contact hours:** 3
- 1.5 **Type of course:** S
- 1.6 **Prerequisites/corequisites:** Student must have completed a minimum of 9 credit hours toward the graduate certificate or permission of the instructor.
- 1.7 **Course catalog listing:** Multidisciplinary seminar examining a range of approaches to feminist teaching including standard methodologies, issues of professionalism, academic hierarchies, ethics, and feminist communities of research.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** The Women's & Gender Studies Program offers an online graduate certificate. Although the number of doctoral programs in women's and gender studies is growing, there are still relatively few; therefore, the minimum requirement in order to teach is typically a graduate certificate in women's and/or gender studies. This course will prepare our graduate certificate seekers for the practical strategies and theoretical issues of teaching and for the professional requirements of university citizenship.
- 2.2 **Projected enrollment in the proposed course:** 15.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** Women's & Gender Studies does not currently offer a seminar in feminist pedagogies. This course would serve as an elective for the graduate certificate.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** The School of Teacher Education in the College of Behavioral Sciences offers graduate courses in teacher preparation; however, these courses focus on preparing teachers for early childhood, middle school, and secondary school programs. WGS 630 will focus on feminist and radical pedagogical theories and their application to post-secondary teaching.
- 2.5 **Relationship of the proposed course to courses offered in other institutions:** Both the University of Kentucky and the University of Louisville offer graduate courses in women's and gender studies, but neither currently offers a course specific to feminist pedagogies. Minnesota State University in Mankato offers a graduate course in feminist pedagogies (GWS 540), and Columbia University's Institute for Research on Women and Gender offers a Feminist Pedagogy course (G8001). The University of Albany offers a course in Advanced Feminist Pedagogy and Theory (WSS 520). The University of Maryland offers a graduate course in Feminist Pedagogy (WMST 618).

**3. Discussion of proposed course:**

- 3.1 **Course objectives:**  
At the conclusion of the course, students will be able to



- (a) examine different feminist and radical pedagogical theories;
  - (b) apply theories to the construction of syllabi, assignments, and other pedagogical artifacts;
  - (c) demonstrate an understanding of systems of oppression throughout various learning environments;
  - (d) and develop knowledge of university systems and hierarchies.
- 3.2 **Content outline:** The course will examine the definitions and history of feminist pedagogy and critical consciousness followed by a consideration of its relationship to other types of pedagogical practices such as radical, critical, and liberation pedagogies. The course will explore practical classroom issues such as diversity, group dynamics, and specific teaching techniques.
- 3.3 **Student expectations and requirements:**  
During the course, students will
- (a) demonstrate their understanding of the positions and arguments in representative writers in take-home and/or proctored exams;
  - (b) participate in analytical and reflective discussions;
  - (c) produce materials that require they apply their theoretical knowledge to pedagogical practices including a syllabus, reading schedule, and assignments;
  - (d) compose a teaching philosophy;
  - (e) and complete a final research project.
- 3.4 **Tentative texts and course materials:** Materials may include:
- Adams, Maurianne, Lee Ann Bell, and Pat Griffin, eds. *Teaching for Diversity and Social Justice*. 2<sup>nd</sup> ed. New York: Routledge, 2007.
  - Adams, Maurianne, et.al., eds. *Readings for Diversity and Social Justice*. 2<sup>nd</sup> ed. New York: Routledge, 2010.
  - Cohee, Gail et.al. *The Feminist Teacher Anthology: Pedagogies and Classroom Strategies*. New York: Teachers College P, 1998.
  - Crabtree, Robbin D., David Alan Sapp, and Adela C. Licona. *Feminist Pedagogy: Looking Back to Move Forward*. Baltimore: Johns Hopkins UP, 2009.
  - Friere, Paulo. *Pedagogy of the Oppressed*. (1968). New York and London: Continuum P, 2000.
  - hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.
  - Maher, Frances A. and Mary Kay Thompson Tetreault. *The Feminist Classroom: Dynamics of Gender, Race, and Privilege*. Lanham, MD: Rowman and Littlefield, 2001.
  - Sanchez-Casal, Susan and Amie A. MacDonald, eds. *Twenty-First-Century Feminist Classrooms: Pedagogies of Identity and Difference*. New York: Palgrave-Macmillan, 2002.
  - Toth, Emily. *Ms. Mentor's Impeccable Advice for Women in Academia*. Philadelphia: U of Pennsylvania P, 1997.
  - Articles from the academic journals *Feminist Teacher* and *Radical Teacher*, and the National Women's Studies Association resource site.
4. **Resources:**
- 4.1 **Library resources:** adequate
  - 4.2 **Computer resources:** adequate
5. **Budget implications:**
- 5.1 **Proposed method of staffing:** Women's & Gender Studies Faculty

- 5.2 **Special equipment needed:** none
- 5.3 **Expendable materials needed:** none
- 5.4 **Laboratory materials needed:** none

6. **Proposed term for implementation:** Fall 2011

7. **Dates of prior committee approvals:**

Women's Studies Program January 28, 2011

University College Curriculum Committee February 28, 2011

Graduate Council March 17, 2011

University Senate \_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

**Ogden College of Science and Engineering**  
**Department of Architectural and Manufacturing Sciences**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Doggett Mark e-mail: mark.doggett@wku.edu Phone: 270-745-6951

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: AMS 540
- 1.2 Course title: Theory of constraints
- 1.3 Abbreviated course title: Theory of Constraints
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites/corequisites: none
- 1.7 Catalog Course listing:  
Concepts of theory of constraints (TOC) pertaining to drum-buffer-rope, operations analysis, cost management, decision making and related areas. TOC management strategies and thinking processes applied to business problems.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
To support new technical concentration for the MSTM Program and prepare students for major projects or thesis required by the program. The course will prepare the graduate for industrial and technical problem solving common to technical management and the industrial sciences.
- 2.2 Projected enrollment in the proposed course:  
The course will have an initial minimum of 6 students and a maximum of 20 students each time it is offered.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
This course builds upon the several courses already offered by the department at both the graduate and undergraduate level.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
There are no other graduate courses in Theory of Constraints offered at Western Kentucky University.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - Texas A&M University-Kingsville: IMEN 5315 - Constraint Management and Mistake Proofing
  - Washington State University: EM 526 - Constraints Management
  - Kansas State University: MANGT 652 -Application of Theory of Constraints

**3. Discussion of proposed course:**

- 3.1 Course objectives:

- Apply Theory of Constraints (TOC) methodologies to identify and manage business constraints
- Formulate constraint management within an operational system
- Apply VAT analysis to organizations
- Demonstrate competency in TOC thinking tools
- Analyze supply chains from a TOC perspective
- Apply Drum-Buffer-Rope to a production system
- Assess the application of throughput accounting

3.2 Content outline:

Theory of Constraints overview  
 Physical constraints versus policy constraints  
 Drum-Buffer-Rope  
 VAT analysis  
 Thinking processes  
 Critical chain  
 Throughput accounting  
 Applying TOC to the enterprise supply chain  
 Accounting product mix profit maximization  
 Managing demand uncertainty  
 Managing supply uncertainty  
 Plant capabilities  
 Strategic inventory buffering

3.3 Student expectations and requirements:

Complete examinations  
 Research in material other than text  
 Participate in discussions  
 Write papers  
 Develop case studies based on professional experiences

3.4 Tentative texts and course materials:

Cox, J. III, Schleier, J. (2010). *Theory of Constraints Handbook*. New York: McGraw-Hill.  
 Jacob, D., Bergland, S., & Cox, J. (2009) *Velocity: Combining Lean, Six Sigma and the Theory of Constraints to Achieve Breakthrough Performance - A Business Novel*. New York: Free Press.  
 Dettmer, H. W. (2007). *The Logical Thinking Process: A Systems Approach to Complex Problem Solving*. Milwaukee, WI: ASQ

**4. Resources:**

4.1 Library resources:

Existing Library resources are adequate to facilitate this course. Computer resources:  
 Existing departmental computer facilities are adequate to facilitate this course

**5. Budget implications:**

- 5.1 Proposed method of staffing: Course will be taught by existing staff  
 5.2 Special equipment needed: N/A

- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

**6. Proposed term for implementation:**  
Fall 2011

**7. Dates of prior committee approvals:**

AMS Department	2/4/2011
OCSE Graduate Curriculum Committee	2/18/11
Graduate Council	__March 17, 2011__
University Senate	_____

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Doggett Mark e-mail: mark.doggett@wku.edu Phone: 270-745-6951

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: AMS 580
- 1.2 Course title: Six Sigma Quality
- 1.3 Abbreviated course title: Six Sigma Quality
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites/corequisites: none
- 1.7 Catalog course listing:  
Management and application of six sigma methodologies including the DMAIC process and data-driven decision making. Advanced quality concepts and statistical process control.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
To support technical concentrations for the MSTM Program and prepare students for projects or thesis required by the program. The course will prepare the graduate for industrial and technical problem solving common to technical management and the industrial sciences.
- 2.2 Projected enrollment in the proposed course:  
The course will have an initial minimum of 6 students and a maximum of 20 students each time it is offered.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
This course builds upon the several courses already offered by the department at both the graduate and undergraduate level.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
There are no other graduate courses in Six Sigma Quality offered at Western Kentucky University.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - Western Illinois University: MES 545 - Process Quality Control
  - San Jose State University: TECH 230 - Six-Sigma and Continuous Improvement Systems Management
  - Central Connecticut State University: Lean Manufacturing and Six Sigma
  - University of Wisconsin-Platteville: Industrial Studies 6940 - Quality Control
  - Texas A&M University-Kingsville: ITEN 5330 - Six Sigma Quality and Continuous Improvement

- Eastern Michigan University: QUAL 655 - Technical Six Sigma
- Illinois State University: TEC 489.39 – Introduction to Six Sigma Methodologies
- North Carolina State University: TE 589B - Six Sigma Quality
- University of Michigan: MFG599 - Designing in quality: A design for six sigma
- Central Missouri State University: Lean Six Sigma

### 3. Discussion of proposed course:

#### 3.1 Course objectives:

- Develop and demonstrate knowledge, skills and competencies in DMAIC and six sigma quality tools
- Apply six sigma measurement techniques
- Apply quality function deployment
- Demonstrate competency in statistical process control
- Perform methods analysis for defection and warranty reduction
- Evaluate Design for Six Sigma Quality
- Examine tools and methods for identifying customer requirements, evaluating design concepts, and optimizing processes to meet quality specifications

#### 3.2 Content outline:

Statistical foundations  
 Six Sigma concepts  
 Industrial applications  
 Methods and practices of continuous quality improvement  
 Defect reduction  
 Assuring and maintaining quality  
 Statistical Process Control (SPC) procedures  
 Acceptance sampling  
 Probability and reliability  
 ISO standards  
 DMAIC process  
 Six sigma tools  
 Hypothesis testing  
 Capability analysis  
 SPC, probability, and control charts  
 Implementation strategies

#### 3.3 Student expectations and requirements:

Complete examinations  
 Research in material other than text  
 Participate in discussions  
 Write papers  
 Develop case studies based on professional experiences

#### 3.4 Tentative texts and course materials:

Pyzdek T, & Keller, P. (2009). *The Six Sigma Handbook: A Complete Guide for Green Belts, Black Belts, and Managers at all levels*. (3rd Ed.). Milwaukee, WI: ASQ Press.

Pande, P. S. (2010). *The Six Sigma Leader: How Top Executives will Prevail in the 21st Century*. Milwaukee, WI: ASQ Press.

Burton, T. T. & Sams, J. L. (2005). *Six Sigma for Small and Mid-Sized Organizations: Success through Scalable Deployment*. Milwaukee, WI: ASQ Press.

**4. Resources:**

4.1 Library resources:

Existing Library resources are adequate to facilitate this course.

4.2 Computer resources:

Existing departmental computer facilities are adequate to facilitate this course

**5. Budget implications:**

5.1 Proposed method of staffing: Course will be taught by existing staff

5.2 Special equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory materials needed: N/A

**6. Proposed term for implementation:**

Fall 2011

**7. Dates of prior committee approvals:**

AMS Department

2/4/2011

OCSE Graduate Curriculum Committee

2/18/11

Graduate Council

\_\_March 17, 2011\_\_

University Senate

\_\_\_\_\_

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**



**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Doggett Mark e-mail: mark.doggett@wku.edu Phone: 270-745-6951

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: AMS 594
- 1.2 Course title: Lean Systems
- 1.3 Abbreviated course title: Lean Systems
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites/corequisites: none
- 1.7 Catalog course listing:

Analysis of lean concepts and process improvement in business value streams, production, and distribution. Pull systems, flow control, inventory reduction, waste elimination, and value creation.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

To support new technical concentrations for the MSTM Program and to prepare students for major projects or thesis required by the program. The course will prepare the graduate for industrial and technical problem solving common to technical management and the industrial sciences.
- 2.2 Projected enrollment in the proposed course:

The course will have an initial minimum of 6 students and a maximum of 20 students each time it is offered.
- 2.3 Relationship of the proposed course to courses now offered by the department:

This course builds upon the several courses already offered by the department at both the graduate and undergraduate level.
- 2.4 Relationship of the proposed course to courses offered in other departments:

There are no other graduate courses in lean systems offered at Western Kentucky University.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - University of Wisconsin-Stout: INMGT 535- Lean Manufacturing Systems
  - Texas A&M University-Kingsville: IMEN 5344 - Lean Production University of Dakota: TECH 555 - Lean: Ideas and practices
  - Eastern Michigan University: QUAL 568 - Lean Practices
  - University of Kentucky: MFS 503 - Lean manufacturing principles & practices
  - Kettering University: MFGO 633 - Lean Production Systems
  - North Carolina State University: IE 589M - Lean Production Principles and Practice

- Central Connecticut State University: Lean Manufacturing and Six Sigma (Elective)
- Arizona State University: OMT 494 - Lean Process Improvement
- East Carolina University: ITEC 6002 - Lean Manufacturing & TEC 6003 - Advanced Lean Techniques

### 3. Discussion of proposed course:

#### 3.1 Course objectives:

- Justify customer value from the lean perspective
- Perform value stream mapping to remove waste from the system
- Create flows for value and design pull systems
- Evaluate advanced concepts in lean production principles and practice
- Develop strategies for improving operational performance and flexible, focused delivery systems
- Critique lean production tools and methods
- Assess the role of employees, improvement teams, training, and culture within the lean environment
- Develop process implementation plans
- Appraise lean applications in business processes

#### 3.2 Content outline:

Lean system design  
 Philosophy of lean production  
 Analysis and design of systems, facilities layouts, and globalization  
 Strategies for implementation  
 Industrial system dynamics  
 Supply and demand chain for a lean enterprise  
 Value stream mapping  
 Contemporary product/process development techniques  
 Rapid product prototyping  
 Toyota Production System  
 Sources of waste  
 Workplace organization  
 Just-In-Time – one piece flow – pull  
 Cellular systems  
 Quick change and set-up reduction methods  
 Total productive maintenance  
 Poke-yoke – mistake proofing, quality improvement.  
 Standards  
 Load leveling  
 Visual management  
 Employee involvement  
 Startup of lean processes  
 Examples of application  
 Sustaining improvement: change, auditing, and follow-up plans

#### 3.3 Student expectations and requirements:

- Complete examinations
- Research in material other than text
- Participate in discussions

Write papers  
Develop case studies based on professional experiences

3.4 Tentative texts and course materials:

- Mann, D. (2010), *Creating a lean culture: Tools to sustain lean conversions* (2nd Ed.). New York: Productivity Press.  
Dennis, P. (2010). *The remedy: Bringing lean thinking out of the factory to transform the entire organization*. New York: John Wiley & Sons.  
Womack, J. P. & Jones, D. T. (2005). *Lean solutions: How companies can create value and wealth together*. New York: Free Press.

**4. Resources:**

- 4.1 Library resources:  
Existing Library resources are adequate to facilitate this course.  
4.2 Computer resources:  
Existing departmental computer facilities are adequate to facilitate this course.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Course will be taught by existing staff  
5.2 Special equipment needed: N/A  
5.3 Expendable materials needed: N/A  
5.4 Laboratory materials needed: N/A

**6. Proposed term for implementation:**

Fall 2011

**7. Dates of prior committee approvals:**

AMS Department	2/4/2011
OCSE Graduate Curriculum Committee	2/18/11
Graduate Council	__March 17, 2011__
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: December 6, 2010

**Potter College of Arts and Letters  
Department of Music  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Paul Hondorp, [paul.hondorp@wku.edu](mailto:paul.hondorp@wku.edu), 745-5923

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: MUS 519
- 1.2 Course title: Conducting Seminar
- 1.3 Abbreviated course title: Conducting Seminar
- 1.4 Credit hours and contact hours: 3 (may be repeated up to a total of 6 hours)
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: MUS 518
- 1.7 Course catalog listing: A survey of topics and materials related to the analytical and pedagogical aspects of instrumental or choral conducting.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is being created to serve as a core component of the conducting track for the new Master of Music degree. Topics covered in this course will serve to develop the complete conductor.
- 2.2 Projected enrollment in the proposed course: Enrollment will come from students in the conducting track of the proposed Master of Music degree and from the MAETL. Projected enrollment for the class is 6-10 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will serve to address NASM requirements for an MM curriculum not addressed in other courses.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is unique to the Department of Music and the conducting track of the Master of Music degree. The course will not have any impact on other programs.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most institutions offering graduate conducting degrees include a seminar course of this nature, including University of Kentucky, Morehead State University, Eastern Kentucky University, Michigan State University, Temple University, University of Northern Colorado

**3. Discussion of proposed course:**

- 3.1 Course objectives: Students will learn about topics and materials related to the analytical and pedagogical aspects of instrumental or choral conducting.
- 3.2 Content outline: Vocal: Choral music literature, vocal diction (French, Latin, German, English) using the International Phonetic Alphabet, group vocal pedagogy **or** Instrumental: History and literature of the wind band, study of chamber repertoire for six to sixteen players, conducting orchestra and band
- 3.3 Student expectations and requirements: Student learning will be evaluated through recognition of selected listening examples, class discussion of reading assignments, repertoire projects, midterm exam, final exam, (Vocal only: weekly diction assignments)
- 3.4 Tentative texts and course materials:

Choral:

Shrock, Dennis. Choral Repertoire. Oxford University Press, 2009.

Ulrich, Homer. A Survey of Choral Music. Harcourt Brace Jovanovich Publishing. 1973.

Moriarty, John. Diction. Schirmer Music Publishing, 1975.

NAXOS music library

cpdl.org

**or**

Instrumental:

Rhodes, Stephen L. History of the Wind Band

[www.lipscomb.edu/windbandhistory](http://www.lipscomb.edu/windbandhistory)

Battisti, Frank L. The Winds of Change. Meredith Music

NAXOS music library

**4. Resources:**

4.1 Library resources: Current library resources are adequate.

4.2 Computer resources: None

**5. Budget implications:**

5.1 Proposed method of staffing: Existing Faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Spring 2012**

**7. Dates of prior committee approvals:**

Music Department Graduate Faculty: 1-24-11

PCAL Curriculum Committee 2-3-11

Professional Education Council 2-16-11

Graduate Council 3-17-11

University Senate

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**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal date: October 1, 2010

**Potter College of Arts and letters  
Department of Music  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. Donald Speer; [donald.speer@wku.edu](mailto:donald.speer@wku.edu), 745-5918

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: MUS 520
- 1.2 Course title: Advanced Pedagogy in Music
- 1.3 Abbreviated course title: Advanced Pedagogy/Music
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: Independent Study
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: In-depth study and application of pedagogical principles for the applied music teacher in a private studio setting.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course addresses pedagogy for studio teaching in music (as opposed to class and ensemble settings).
- 2.2 Projected enrollment in the proposed course: Enrollment will come from students in the pedagogy track of the proposed Master of Music degree and MM students (pursuing other tracks) who choose MUS 510 as an elective course. Projected enrollment for the class is 3-5 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will serve as one of the initial courses in the curriculum for the pedagogy track, and is intended to be a foundation for subsequent course work toward the degree.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course will not be related to courses outside of the Master of Music curriculum.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A review of WKU benchmark institutions found that the following universities offer a course in advanced pedagogy: Ball State University, University of Central Missouri, Eastern Michigan University, Missouri State University, Western Illinois University, and Wichita State University.

**3. Discussion of proposed course:**

- 3.1 Course objectives: Students will explore and apply pedagogical principles related to applied music study and the development and maintenance of a private music studio.
- 3.2 Content outline:
  - A. Philosophical Issues and the Applied Music Teacher
  - B. Motivation and the Applied Music Student: Discussion of Madsen/Madsen text (see 3.4)
  - C. Observation, application, and evaluation of teaching principles
  - D. Establishing and maintaining an independent music studio
  - E. Certification requirements for the independent music teacher
- 3.3 Student expectations and requirements: Students will be expected to complete the following requirements from the MTNA Teacher Profile Project, including:
  - A. Writing a teaching philosophy specific to private music teaching
  - B. Analysis of four teaching pieces
  - C. Video analysis of at least one student over three lessons, including a complete self-evaluation

- D. Creation of a studio policy.
- 3.4 Tentative texts and course materials:
  - A. Making music and enriching lives: A guide for all music teachers, Blanchard, B. & Acree, C., Indiana University Press, 2007.
  - B. Teaching/Discipline, 4<sup>th</sup> ed., Clifford Madsen and Charles Madsen, Contemporary Publishing Company of Raleigh, 1998, 317 pp.
  - C. Teacher Profile Projects Workbook, Certification Requirements of the Music Teachers National Association: mtnacertification.org (online materials), 2010.
  - D. Various technology-generated resources and online sources, including MTNA Code of Ethics and the American String Teachers Association Certificate Achievement Program (ASTACAP) repertoire list, among others.
- 4. **Resources:**
  - 4.1 Library resources: This course can be taught with the library resources currently available.
  - 4.2 Computer resources: No special requirements necessary.
- 5. **Budget implications:**
  - 5.1 Proposed method of staffing: Existing Faculty
  - 5.2 Special equipment needed: None
  - 5.3 Expendable materials needed: None
  - 5.4 Laboratory materials needed: None
- 6. **Proposed term for implementation: Fall 2011**
- 7. **Date of prior committee approvals:**

Department of Music Graduate Faculty	1-24-11
PCAL Curriculum committee	2-3-11
Graduate Council	3-17-11
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal Date: September 29, 2010

**Potter College of Arts and Letters  
Department of Music  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. Robyn Swanson, [robyn.swanson@wku.edu](mailto:robyn.swanson@wku.edu), 745-5925

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: MUS 625
- 1.2 Course title: Graduate Capstone Project in Music
- 1.3 Abbreviated course title: Grad Capstone Project/Music
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Independent Study
- 1.6 Prerequisites: MUS 511 or MUS 518 or MUS 520
- 1.7 Course catalog listing: Independent study and preparation for the Graduate Capstone Project in either music education, conducting or pedagogy.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is being created to serve as a culminating project and students will enroll in the last semester of their course work.
- 2.2 Projected enrollment in the proposed course:  
Projected enrollment for the MM capstone project will be 6-10 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
This is a new graduate level course for the Department of Music.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
The capstone requirement for the conducting and pedagogy concentrations is unique to the Department of Music. The capstone action research project for the education concentration is required for all graduate students who will receive certification/rank changes through the Kentucky Department of Education. The course will not have any impact on other programs.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most institutions offering Master of Music degrees require a final culminating project or recital as part of the degree program.

**3. Discussion of proposed course:**

- 3.1 Course objectives: Students will complete a summative experience appropriate to their concentration. These are: Conducting - project and program notes, Music Education - Action Research Project, Pedagogy - Lecture recital and corresponding research paper.
- 3.2 Content outline:  
**Conducting Concentration(s)**
  - Selection of appropriate repertoire to be approved by the conducting faculty mentor
  - Score analysis and rehearsal preparation
  - Concert planning to include facilities, personnel, rehearsal schedule, equipment needs, program and program notes
  - Successful completion of summative concert event by jury



- Research Project
- Selection of appropriate research topic with approval from the conducting faculty mentor via a research proposal
- Score analysis and research of historical context of the repertoire
- Written research document demonstrating a thorough understanding of biographical, analytical and historical findings of selected repertoire
- Scholarly presentation of research findings

**Music Education Concentration**

Music Education Action Research Project  
 Presentation of Research Findings to the Graduate Music Education Faculty

**Pedagogy Concentration**

Lecture recital and corresponding research paper  
 OR  
 Pedagogy Action Research Project  
 Presentation of Research Findings to the Graduate Music Pedagogy Faculty

- 3.3 Student expectations and requirements:  
 Students will work closely with the respective faculty to design a final culminating project.
- 3.4 Tentative texts and course materials:  
 Course materials to be chosen by student and approved by the faculty mentor

**4. Resources:**

- 4.1 Library resources: This class can be taught with the current library resources available.  
 4.2 Computer resources: No special requirements necessary

**5. Budget implications:**

- 5.1 Proposed method of staffing: Existing Faculty  
 5.2 Special equipment needed: None  
 5.3 Expendable materials needed: None  
 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Fall 2011**

**7. Dates of prior committee approvals:**

Department of Music Graduate Faculty	1-24-11
PCAL Curriculum Committee	2-3-11
Professional Education Council	2-16-11
Graduate Council	3-17-11
University Senate	_____

**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

Proposal date: January 28, 2011

**Memorandum  
Proposal to Change Course Prefix (Graduate)  
Women's & Gender Studies Program  
(Information Item)**

**TO:** Graduate Curriculum Committee

**FROM:** Sponsoring Unit: University College  
Department: Gender & Women's Studies  
Contact Person's Name: Jane Olmsted  
Contact Person's Email: jane.olmsted@wku.edu  
Contact Person's Phone: 5-6477

**CHANGE:** Current Course Prefix: WOMN  
Proposed Course Prefix: GWS

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE  
PREFIX (SUBJECT AREA):** 421G, 470G, 535, 545, 555, 575, 589, 590, 625

**RATIONALE:** The proposed prefix change coincides with our name change to Gender & Women's Studies, which reflects a growing trend among women's studies programs in the United States to include the categories of gender and/or sexuality in the titles of their programs. Over its forty year history as an interdisciplinary field of inquiry, women's studies scholarship has established gender and sexuality as fundamental categories of social and cultural analysis. Increasingly, feminist scholarship embraces the study of how ideas about gender and sexuality shape roles, identities, and social norms in a broad range of geopolitical and historical contexts. Consequently, the name "women's studies" is too narrow to describe the contemporary field. A changing theoretical landscape requires a broader naming of the field to include queer theory and critical theorizing on masculinity.

At WKU, the Women's Studies Program has incorporated the growing scholarship on gender and sexuality studies in its curricular offerings. Many of the distribution requirements for the certificate reference "gender" or "sexuality" in the title of the course, for instance, SOCL 546 "Gender, Crime, and Justice." Changing the program name to Gender & Women's Studies conveys the important connotation that identities are not fixed and that marginal identities that do not fit neatly into majority categories are worthy of exploration and research. This name change will follow the trend in Kentucky as women's studies programs at University of Kentucky and at Berea College have recently made a similar change.

**DATE OF IMPLEMENTATION:** Spring 2012  
**Attachment:** Course Inventory Form

**Proposal date: 2/16/2011**

**Memorandum  
Proposal to Change Course Prefix (Subject Area)  
(Information Item)**

**TO:** Graduate Council

**FROM:** Sponsoring Unit: College of Education and Behavioral Sciences  
Departments: Educational Administration, Leadership, and Research/EDD Leadership Council  
Contact Person's Name: Tony Norman  
Contact Person's Email: [tony.norman@wku.edu](mailto:tony.norman@wku.edu)  
Contact Person's Phone: 270-745-3061

**CHANGE:** Current Course Prefix: EDAD  
Proposed Course Prefix: EDLD

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE  
PREFIX (SUBJECT AREA):** 798 and 799

**RATIONALE:** These two courses, which were originally developed for the WKU/U of L Cooperative Doctoral Program that is closing, were borrowed by WKU's new Doctoral Program in Educational Leadership. Changing the prefix makes these courses consistent with all other core courses in the WKU Doctoral Program in Educational Leadership. No Cooperative Doctoral Program students will be affected by this change.

**DATE OF IMPLEMENTATION:** Summer, 2011

**Attachment: Course Inventory Form**

Proposal Date: March 10, 2011

**College of Health and Human Services  
Proposal to Create a New Academic Degree Type  
(Action Item)**

Contact Person: Dr. John A. Bonaguro, Dean, CHHS [john.bonaguro@wku.edu](mailto:john.bonaguro@wku.edu), 270-745-7003

**1 Identification of Academic Degree Type:**

- 1.1 Academic degree type name: Doctor of Physical Therapy
- 1.2 Standard degree type abbreviation: DPT
- 1.3 Catalog description of academic degree type: The DPT is a professional doctorate in physical therapy. By the end of the program, students are well prepared for the clinical, managerial, and educational roles of a physical therapy practitioner.

**2 Rationale:**

- 2.1 Reason for developing the proposed academic degree type:

In November 2002 the Commission on Accreditation in Physical Therapy Education (CAPTE) adopted the Doctor of Physical Therapy (DPT) as the entry-level professional degree for physical therapy. In Fall 2009 CAPTE required physical therapy professional education programs to require the Doctor of Physical Therapy (DPT) effective December 31, 2015 as the entry level, first professional degree for physical therapists. The number of accredited physical therapist education programs that are approved to offer DPT degree is 203 as of January 28, 2010. There are only eight programs in the US and three international programs that have not converted to DPT. The CAPTE Accreditation Handbook (November 2010 Edition) outlines the evaluative criteria for accreditation of education programs for the physical therapist including institution and program integrity, capacity, curriculum plan, evaluation, content, and outcomes.

- 2.2 Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field:

The DPT meets the market demands for physical therapists in local, state and national job market. The Kentucky Hospital Association (KHA) *2009 Workforce Shortage Survey* of hospital vacancies supports the need to increase educational programs for physical therapists. The vacancy rate of Physical Therapists was reported at 10 percent, the equivalent of 60 Full Time physical therapists. The vacancy rate has been consistent over the last five years, with each year showing a need for 60 FTE in hospital settings. KHA also reports annual increase in projected staff increases for physical therapy at 2 percent.

The data from 2008 *Workforce Kentucky* survey show a need for 960 new PT positions in Kentucky by 2012 with a growth rate of 46.5%. The Workforce Kentucky 2010 forecasts to the year 2016 with a growth rate of 29% for Kentucky and a need for 564 physical therapists. The US Bureau of Labor Statistics projects an employment growth rate of 30% for physical therapists from 2008-2018. National data from the Bureau of Labor Statistics, *Occupational Handbook Outlook 2010-11 Edition*, predicts a 30 percent increase in employment growth from 2008 to 2018.

In March 2009, the College of Health and Human Services (CHHS) at Western Kentucky University (WKU) in collaboration with the South Central Area Health Education Center conducted a needs assessment of physical therapy. A survey was sent to 78 physical therapy providers. There was a 48.7% response rate (38 organizations) that showed a current vacancy of 28 physical therapists and a need for 47 new physical therapists in this region by 2013, which represents a growth rate of 43% for new physical therapists in Western Kentucky. Rural areas are faced with significantly higher shortages particularly in western Kentucky's underserved areas.

2.3 List other universities in Kentucky and in other states (including programs at benchmark institutions) offering this academic degree type:

University	WKU Benchmark	DPT	Comments
Ball State	x		
Central Missouri	x		
Appalachian State	x		
East Carolina	x	x	Accepts 30 students annually with a preference given to North Carolina residents.
East Tennessee State University	x	x	Accepts 32-34 students each year.
Eastern Michigan	x		
Eastern Illinois University	x		
Indiana State University	x	x	Program with full-time director and is officially in the early stages of development; no students have been admitted.
Mankato State University	x		
Marshall University	x	x	Program with full-time director and is officially in the early stages of development; no students have been admitted.
Southeast Missouri State University	x		
Southern Illinois University (Edwardsville)	x		
University of North Carolina (Greensboro)	x		
University of Northern Iowa	x		
University of South Alabama	x	x	36 students are accepted each year.
West Chester University of Pennsylvania	x		
Western Illinois University	x		

University of Kentucky		x	48 students per year in Lexington and 16 at the Hazard Campus; also offers Ph.D. in Rehabilitative Sciences.
Murray State University			
Eastern Kentucky University			
Northern Kentucky University			
Bellarmino University		x	36 students per year.
University of Evansville		x	41 students per year.
Belmont University		x	32 students per year
Tennessee State University		x	No more than 36 students are accepted into each class.

2.4 Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor(s), and/or the Department of Education:

The Commission on Accreditation in Physical Therapy Education (CAPTE) is an accrediting agency that is nationally recognized by the US Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. CAPTE does not accredit institutions and is not a Title IV gatekeeper.

The 29-member Commission comprises broad representation from the educational community, the physical therapy profession, and the public. Members include physical therapy educators who are basic scientists, curriculum specialists, and academic administrators; physical therapy clinicians and clinical educators; administrators from institutions of higher education; and public representatives. The wide-ranging experience and expertise of this group in education in general, and physical therapy education in particular, provide ongoing assurance that the accreditation process of physical therapy education programs is fair, reliable, and effective.

2.5 Relationship of the proposed degree type to other academic degree types now offered by the university:

The EdD and DNP (Doctor of Nursing Practice) programs are the only other practice doctorate currently offered by WKU.

2.6 Current WKU major(s) qualifying for this degree type: none

2.7 Projected number of annual graduates in the proposed degree type:

A cohort model will be utilized for Fall admission and progression of the students in the DPT program. The following table illustrates the admission plan.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
1 <sup>st</sup> DPT Class	32	32	32			

2 <sup>nd</sup> DPT Class		32	32	32		
3 <sup>rd</sup> DPT Class			32	32	32	
4 <sup>th</sup> DPT Class				32	32	32
5 <sup>th</sup> DPT Class					32	32
6 <sup>th</sup> DPT Class						32
Enrollment Totals	32	64	96	96	96	96
Graduation Totals			32 May 2015	32 May 2016	32 May 2017	32 May 2018

The projected admitted students are based upon the available resources and faculty. The program will be self-funded from tuition and fees for DPT program. Start up costs during the first year of the program development prior to student admission are from external resources and major donor gifts that currently stands at \$650,000.

**Proposed term for implementation:** Fall 2012

**3 Dates of prior committee approvals:**

CHHS Graduate Curriculum Committee 3/14/2011

Consultation with CPE through Provost's Office \_\_\_\_\_

Graduate Council March 17, 2011

University Senate \_\_\_\_\_

Board of Regents \_\_\_\_\_

**Attachment: Degree Inventory Form**

**Potter College Arts and Letters**  
**Department of Music**  
**Proposal to Create a New Academic Degree Type**  
**(Action Item)**

Contact Person: Robyn Swanson, [robyn.swanson@wku.edu](mailto:robyn.swanson@wku.edu), 745-5925

**1 Identification of Academic Degree Type:**

- 1.1 Academic degree type name: Master of Music
- 1.2 Standard degree type abbreviation: MM
- 1.3 Catalog description of academic degree type:

The Master of Music graduate program will have four areas of concentration:

- 1. Music Education/Teacher Leader,
- 2. Conducting/Teacher Leader,
- 3. Conducting, or
- 4. Pedagogy.

These provide continued development of (1) individual students which will result in enrichment of their personal lives and will enable them to preserve and extend cultural and diverse heritages; and (2) professional and scholarly competence in organization, interpretation, evaluation, communication, and dissemination of knowledge in the discipline.

The music education and conducting for teacher licensure rank change option concentrations would further enable the teacher/practitioner to meet certification renewal requirements and rank changes mandated by the Commonwealth of Kentucky. Graduates in the pedagogy specialization would meet requirements for national certification through the Music Teachers National Association (MTNA).

**2 Rationale:**

- 2.1 Reason for developing the proposed academic degree type:

Currently, the only graduate-level degree program that is offered by the department is the Master of Arts in Education in Music Education Teacher Leader (0439). It is common for a Department of Music with the current enrollment numbers (201 students: 181 undergraduate, 20 graduate) to offer a Master of Music degree with multiple areas of concentration. Since 2001, the enrollment in the baccalaureate music programs (Bachelor of Music Education, Bachelor of Music in Performance and Bachelor of Arts in Music) has increased 21.8%. The average ACT composite scores have increased from 22.2 to 24 and the number of graduate and undergraduate degrees awarded has increased from 26 to 45.

The WKU Department of Music has an established reputation for preparing quality music educators. Most music educators within the region earn the MAE, Rank II non-degree and Rank I (Music) programs at WKU. According to the Kentucky Education Professional Standards Board, changes in teacher licensure for music education can be acquired through a Master of Music Degree that includes the Teacher Leader requirements. Currently, the Department of Music has qualified and internationally



recognized faculty to teach the required courses in each concentration of the degree program.

- 2.2 Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field:

Recent WKU alumni have inquired why we do not offer a MM degree with concentrations in conducting, music education and pedagogy. Several of the WKU undergraduate students seek graduate study in conducting and pedagogy at other universities because currently it is unavailable at WKU. In 2009-2010, graduate-level music education faculty surveyed 104 undergraduate students about a MM being offered at WKU with the specialization areas in conducting and music education. Of the 104 students, 97 indicated they are interested (yes and maybe) in pursuing a Master of Music in conducting or music education at WKU. Twenty-three undergraduate students were surveyed regarding a MM in pedagogy in which 22 students indicated they would pursue the MM in pedagogy at WKU.

- 2.3 List other universities in Kentucky and in other states (including programs at benchmark institutions) offering this academic degree type:

Kentucky universities that offer MM degree programs with these areas of specialization include University of Kentucky, University of Louisville, Eastern Kentucky University and Murray State University. Our current CIP code for the MAE is 13.1312. The CIP code for the listed Kentucky universities is the same.

KY Programs	Degree KY	Benchmark Institutions	Degree: Benchmark Institutions
U K	MM (Music Teacher)	Florida State Univ	MM
UL	MME/MAT	University of Indiana	MM
EKU	MME	Eastern Michigan U	MM
MSU	MME	Arizona State Univ	MM
		Arkansas State Univ	MM
Private KY Programs			
Campbellsville Univ	MM	Northwestern Univ	MM
Asbury College	MM	Univ of Tennessee	MM

- 2.4 Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor(s), and/or the Department of Education:

The WKU Department of Music is fully accredited by the National Association of Schools of Music (NASM). The proposed MM degree program with the 4 areas of concentrations aligns with the learned society guidelines. The Kentucky EPSB and NCATE comply with NASM standards for teacher certification. The Master of Music (MM) Degree Program is the preferred graduate program title by NASM. Numerous music specializations are NASM accredited and it is a common practice by college/universities worldwide to have a MM degree with music education, conducting and pedagogy as a professional education emphasis.

- 2.5 Relationship of the proposed degree type to other academic degree types now offered by the university:

Due to KY EPSB regulations, the existing MAE/Music Major Degree Program (089) was deleted in January of 2011 and students may no longer gain admission to this program. The Master of Arts in Education Teacher Leader Music Program (MAETL/Music-0439) replaced the (089) program. All music education components of the MAETL/Music will remain the same within the MM/Music Education/Conducting (rank change) concentrations.

Currently, the Department of Music has the Bachelor of Music Degree with two areas of specialization: music education and performance.

2.6 Current WKU major(s) qualifying for this degree type:  
Music

2.7 Projected number of annual graduates in the proposed degree type:  
15-20 annually

**3. Proposed term for implementation: Fall 2011**  
(Implementation date is flexible depending on accreditation agency approval.)

**4. Dates of prior committee approvals:**

Music Department Graduate Faculty:	1-24-11
PCAL Curriculum Committee	3-3-11
Professional Education Council	3-16-11
Graduate Council	3-17-11
Consultation with CPE through Provost's Office	_____
University Senate	_____
Board of Regents	_____

**Attachment: Degree Inventory Form**

Proposal Date: January 28, 2011

**University College  
Women's Studies  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 5-6477

**1. Identification of program:**

- 1.1 Current program reference number: 161
- 1.2 Current program title: Graduate Certificate in Women's Studies
- 1.3 Credit hours: 15

**2. Identification of the proposed program changes:**

- 2.1 Change name to Certificate in Gender & Women's Studies, revise admission requirements, change course prefix from WOMN to GWS, revise electives (deleted and added, based on availability).

**3. Detailed program description:**

<p>Certificate in Women's Studies, Ref. # 161 Jane Olmsted, Director <a href="mailto:jane.olmsted@wku.edu">jane.olmsted@wku.edu</a> <a href="http://www.wku.edu/womensstudies/">http://www.wku.edu/womensstudies/</a> Women's Studies Center 1532 State Street (270) 745-6477 Office (270) 745-6861 Fax Graduate Faculty Professors: J. Olmsted Assistant Professors: K. Branham, M. Kerby</p> <p>The purpose of the Graduate Certificate is to facilitate exploration of the rapidly expanding interdisciplinary scholarship in women's studies, thereby enriching WKU's current graduate curricula. Even in those classes that include scholarship on women, students often encounter it in a marginal way. The systematic focus of a certificate will remedy this situation and offer a credential that can be a substantial asset in the job market.</p> <p>Students' ability to articulate what they have learned about interdisciplinary scholarship as it pertains to gender, race, and class, will enhance their potential for success in their professions. An online version of the Certificate is available with</p>	<p>Certificate in <b>Gender &amp;</b> Women's Studies, Ref. # 161 Jane Olmsted, Director <a href="mailto:jane.olmsted@wku.edu">jane.olmsted@wku.edu</a> <a href="http://www.wku.edu/womensstudies/">http://www.wku.edu/womensstudies/</a> Women's Studies Center 1532 State Street (270) 745-6477 Office (270) 745-6861 Fax Graduate Faculty Professors: J. Olmsted Assistant Professors: K. Branham, M. Kerby</p> <p>The purpose of the Graduate Certificate is to facilitate exploration of the rapidly expanding interdisciplinary scholarship in women's <b>and gender</b> studies, thereby enriching WKU's current graduate curricula. <del>Even in those classes that include scholarship on women, students often encounter it in a marginal way. The systematic focus of a certificate will remedy this situation and offer a credential that can be a substantial asset in the job market.</del> Students' ability to articulate what they have learned about interdisciplinary scholarship as it pertains to gender, race, and class, will enhance their potential for success in their professions. An online version of the Certificate is</p>
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core courses and some electives offered online in alternate years. Federal financial assistance is available for this program.

**Certificate Requirements—15 hours**

The certificate requires 6 hours of core courses and 9 hours of electives, for a minimum of 15 hours. Those wishing to teach at the college level are encouraged to complete at least 18 hours.

*Required Core – 6 hours*

WOMN 545 Feminist Knowledge & Social Change  
WOMN 555 Global & Cross-Cultural Perspectives on Women

*Electives – 9 hours*

Students may take any three of the electives listed below, with the following stipulation: one of the three electives must be outside a student's primary discipline.

ENG 488G Literature of the Victorian Age  
ENG 496G Women's Poetry  
ENG 497G Women's Fiction  
ENG 579 Studies in Victorian Literature  
FLK 579 Foodways  
PH 464G Women's Health  
PSY 430G Psychology of Women  
HIST 446G American Legal History  
HIST 453G American Women's History  
SOCL 435G Family Violence

Additional electives, offered by the Women's Studies Program, appear in the list below. Faculty and students may make recommendations to include other courses at any time. All new courses are reviewed by the Women's Studies Curriculum Committee. Students should check with the Women's Studies Office for an updated list of electives.

**Graduate Courses in Women's Studies**

*All courses worth 3 credits unless otherwise noted.*

WOMN 421G Women and Science  
WOMN 470G Special Topics in Women's Studies  
WOMN 535 Roots of Feminism  
WOMN 545 Feminist Knowledge & Social Change  
WOMN 555 Global & Cross-cultural Perspectives on Women  
WOMN 575 Gender, Justice, and Sustainability  
WOMN 589 Internship in Women's Studies

available with core courses and some electives offered online in alternate years. Federal financial assistance is available for this program.

**Admission Requirements**

**Admission is based on prior academic experience. Students who wish to enroll in the certificate must provide a personal statement explaining their interest in and reasons for pursuing this program of study; an academic writing sample of approximately 3000 words is also required.**

**Certificate Requirements—15 hours**

The certificate requires 6 hours of core courses and 9 hours of electives, for a minimum of 15 hours. Those wishing to teach at the college level are encouraged to complete at least 18 hours.

*Required Core – 6 hours*

**GWS 545** Feminist Knowledge & Social Change  
**GWS 555** Global & Cross-Cultural Perspectives on Women

*Electives – **minimum of 9 hours***

Students may take any three of the electives listed below, with the following stipulation: one of the three electives must be outside a student's primary discipline.

~~ENG 488G Literature of the Victorian Age~~

~~ENG 496G Women's Poetry~~

ENG 497G **Women's Literature**

ENG 579 Studies in Victorian Literature

FLK 579 Foodways

PH 464G Women's Health

PSY 430G Psychology of Women

HIST 446G American Legal History

~~HIST 453G American Women's History~~

**HIST 553 Women & Gender in US History**

SOCL 435G Family Violence

**SOCL 546 Gender, Crime, and Justice**

Additional electives, offered by the Women's & Gender Studies Program, appear in the list below.

Faculty and students may make recommendations to include other courses at any time. All new courses are reviewed by the **Gender & Women's Studies Curriculum Committee**. Students should check with the **Gender & Women's Studies Office** for an updated list of electives.

<p>WOMN 590 Directed Study in Women's Studies WOMN 625 Women and Leadership</p>	<p>Graduate Courses in <b>Gender &amp; Women's Studies</b> <i>All courses worth 3 credits unless otherwise noted.</i> <b>GWS 421G Women, Gender, and Science</b> <b>GWS 470G Special Topics in Women's &amp; Gender Studies</b> <b>GWS 535 Roots of Feminism</b> <b>GWS 545 Feminist Knowledge &amp; Social Change</b> <b>GWS 555 Global &amp; Cross-cultural Perspectives on Women</b> <b>GWS 575 Gender, Justice, and Sustainability</b> <b>GWS 589 Internship in Women's &amp; Gender Studies</b> <b>GWS 590 Directed Study in Women's &amp; Gender Studies</b> <b>GWS 625 Women and Leadership</b> <b>GWS 630 Feminist Pedagogies</b></p>
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**4. Rationale for the proposed program change:**

The proposed name change reflects a growing trend among women's studies programs in the United States to include the categories of gender and/or sexuality in the titles of their programs. Over its forty years history as an interdisciplinary field of inquiry, women's studies scholarship has established gender and sexuality as fundamental categories of social and cultural analysis. Increasingly, feminist scholarship embraces the study of how ideas about gender and sexuality shape roles, identities, and social norms in a broad range of geopolitical and historical contexts. Consequently, the name "women's studies" is too narrow to describe the contemporary field. A changing theoretical landscape requires a broader naming of the field to include queer theory and critical theorizing on masculinity.

At WKU, the Women's Studies Program has incorporated the growing scholarship on gender and sexuality studies in its curricular offerings. Many of the distribution requirements for the certificate reference "gender" or "sexuality" in the title of the course, for instance, SOCL 546 "Gender, Crime, and Justice." Changing the program name to Women's & Gender Studies conveys the important connotation that identities are not fixed and that marginal identities that do not fit neatly into majority categories are worthy of exploration and research. This name change will follow the trend in Kentucky as women's studies programs at University of Kentucky and at Berea College have recently made a similar change.

The changes in electives are based on whether or not the course continues to be appropriate as an elective for the minor. In some cases, faculty who originally proposed the course and included a significant component on women and/or gender have left WKU or are no longer offering the course. New courses have been added to reflect curricular revision across campus.

**5. Proposed term for implementation and special provisions (if applicable):**

Fall 2011

**6. Dates of prior committee approvals:**

Women's Studies Program January 28, 2011

University College Curriculum Committee February 28, 2011

Graduate Council March 17, 2011

University Senate  
**Attachment: Program Inventory Form**



**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Dr. Lisa Murley, [lisa.murley@wku.edu](mailto:lisa.murley@wku.edu), 5-8822

**1. Identification of program:**

- 1.1 Current program reference number: #0433
- 1.2 Current program title: Master of Arts in Education: Elementary Education for Teacher Leaders
- 1.3 Credit hours: 30-31

**2. Identification of the proposed program changes:**

- Revise admission policy for graduates of WKU teacher preparation programs

**3. Detailed program description:**

Current Program Admission Policy	Proposed Program Admission Policy
<p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <ul style="list-style-type: none"> <li>• <b>No GRE qualifying score will be required for graduates of the WKU B. S. in Elementary Education program, as long as they hold or are eligible to hold a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.</b></li> <li>• Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.</li> <li>• Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for</li> </ul>	<p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <ul style="list-style-type: none"> <li>• <b>Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5).</b></li> <li>• Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.</li> <li>• Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application.</li> <li>• Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching</li> </ul>

<p>elementary education. A copy of the certificate must be submitted with the application.</p> <ul style="list-style-type: none"> <li>• Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)</li> </ul> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p>	<p>certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p>

**4. Rationale for the proposed program change:**

- The proposed change is to make the admission policy for this program consistent with the admission policies of the other Teacher Leader master's degree programs. In addition, the revised wording will permit the admission (without qualifying GRE/GAP scores) of WKU alumni who complete requirements for initial certification in Elementary Education through the post-baccalaureate certification-only program.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2011

**6. Dates of prior committee approvals:**

School of Teacher Education	01/31/2011
CEBS Curriculum Committee	02/01/2011
Professional Education Council	02/16/2011
Graduate Council	__March 17, 2011__
University Senate	_____

**Attachment: Program Inventory Form**



**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 745-4497

**1. Identification of program:**

- 1.1 Current program reference number: #0434
- 1.2 Current program title: Master of Arts in Education: Middle Grades Education for Teacher Leaders
- 1.3 Credit hours: 30-37

**2. Identification of the proposed program changes:**

- Revise admission policy for graduates of WKU teacher preparation programs

**3. Detailed program description:**

Current Program Admission Policy	Proposed Program Admission Policy
<p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <p>1. <u>WKU Graduate: Admission</u>  <b>No qualifying GRE/GAP** score will be required for graduates of the WKU B.S. in Middle Grades Education program, as long as they have or are eligible for a teaching certificate for Middle Grades Education (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.</b></p> <p>2. <u>Graduate of a Kentucky Higher Education Institute other than WKU:</u>                      Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.</p>	<p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <p>1. <u>WKU Graduate: Admission</u>  <b>Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9).</b></p> <p>2. <u>Graduate of a Kentucky Higher Education Institute other than WKU:</u>                      Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>3. <u>Graduate of an Out-of-State Institution of Higher Education</u>                      Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate</p>

<p><b>3. Graduate of an Out-of-State Institution of Higher Education</b></p> <p>Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p>	<p>coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p>

**4. Rationale for the proposed program change:**

- The proposed change is to correct an editing error that occurred during the program approval process. The proposed policy wording is what was actually approved by the faculty in the School of Teacher Education on 4/22/10, by the CEBS Curriculum Committee on 5/4/10, and by the Professional Education Council on 5/12/10. An error occurred in the preparation of the agenda materials submitted to Graduate Council, such that incorrect language was inserted. No one noticed the error until after Graduate Council, University Senate, and Provost approval had occurred.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2011

**6. Dates of prior committee approvals:**

School of Teacher Education	01/31/2011
CEBS Curriculum Committee	02/01/2011
Professional Education Council	02/16/2011
Graduate Council	__March 17, 2011__
University Senate	_____

**Attachment: Program Inventory Form**

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Rebecca Stobaugh, [Rebecca.stobaugh@wku.edu](mailto:Rebecca.stobaugh@wku.edu), 745-4497

- 1. Identification of program:**
  - 1.1 Current program reference number: #0435
  - 1.2 Current program title: Master of Arts in Education: Secondary Education for Teacher Leaders
  - 1.3 Credit hours: 30-37
  
- 2. Identification of the proposed program changes:**
  - Revise admission policy for graduates of WKU teacher preparation programs
  
- 3. Detailed program description:**

Current Program Admission Policy	Proposed Program Admission Policy
<p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <ol style="list-style-type: none"> <li>1. <u>WKU Graduate: Admission</u>  <b>No qualifying GRE/GAP** score will be required for graduates of the WKU B.S. in Secondary Education program, as long as they have or are eligible for a teaching certificate for Secondary Education (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.</b></li> <li>2. <u>Graduate of a Kentucky Higher Education Institute other than WKU:</u>                      Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.</li> </ol>	<p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <ol style="list-style-type: none"> <li>1. <u>WKU Graduate: Admission</u>  <b>Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12).</b></li> <li>2. <u>Graduate of a Kentucky Higher Education Institute other than WKU:</u>                      Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.</li> <li>3. <u>Graduate of an Out-of-State Institution of Higher Education</u>                      Applicants with undergraduate degrees from all other higher education accredited universities must</li> </ol>

<p><b>3. Graduate of an Out-of-State Institution of Higher Education</b></p> <p>Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p>	<p>have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p>

**4. Rationale for the proposed program change:**

- The proposed change is to correct an editing error that occurred during the program approval process. The proposed policy wording is what was actually approved by the faculty in the School of Teacher Education on 4/22/10, by the CEBS Curriculum Committee on 5/4/10, and by the Professional Education Council on 5/12/10. An error occurred in the preparation of the agenda materials submitted to Graduate Council, such that incorrect language was inserted. No one noticed the error until after Graduate Council, University Senate, and Provost approval had occurred. WKU does not offer a B.S. in Secondary Education.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2011

**6. Dates of prior committee approvals:**

School of Teacher Education	01/31/2011
CEBS Curriculum Committee	02/01/2011
Professional Education Council	02/16/2011
Graduate Council	__March 17, 2011__
University Senate	_____

**Attachment: Program Inventory Form**

**College of Health and Human Services  
Department of Public Health  
Proposal to Revise A Program  
(Action Item)**

William Mkanta, PhD; [william.mkanta@wku.edu](mailto:william.mkanta@wku.edu); 270-745-5260

**1. Identification of program:**

- 1.1 Current program reference number: 153
- 1.2 Current program title: Master of Health Administration
- 1.3 Credit hours: 56

**2. Identification of the proposed program changes:**

- **Removing required courses:** BA 501, BA 505, HCA 520, HCA 565, and HCA 571.
- **Changing required courses to electives:** HCA 544, HCA 564, and HCA 574.
- **Adding required courses:** PH 583, PH 584, and PH 587
- **Adding elective courses:** PH 584, HCA 544, HCA 564, and HCA 574
- **Add admission requirements for health care professionals with substantial work experience in health care industry.**
- **Changing number of required hours from 56 hours to 42 hours**

**3. Detailed program description:**

Program Description	New Program Description
<p>The Master of Health Administration (MHA) degree program prepares graduates for administrative positions in various types of health care facilities and agencies including: acute care, long-term care, group medical practices, managed care organizations, public health agencies, clinics, and health related organizations such as pharmaceutical firms, medical equipment firms, and consulting firms.</p> <p><b>Admission Requirements</b> Students from various undergraduate backgrounds, who meet the university graduate admissions requirements, may be admitted to the program. The minimum specific requirements are a GAP score (GRE scores on verbal +quantitative + analytic sections x GPA) equal to or above 4000 or a GAP score (GRE scores for verbal + quantitative sections x GPA) equal to 2500 on the new GAP rating. Applicants must score at least 450 on each of the two sections (verbal + quantitative) in order to be considered for admission unless conditional admission is given, and must score a 3.5 or better on the Analytical Writing section. Additional undergraduate and graduate courses may be required depending upon the applicant's</p>	<p>The Master of Health Administration (MHA) degree program prepares graduates for administrative positions in various types of health care facilities and agencies including: acute care, long-term care, group medical practices, managed care organizations, public health agencies, clinics, and health related organizations such as pharmaceutical firms, medical equipment firms, and consulting firms. <b>The program consists of 42 credit hours.</b></p> <p><b>Admission Requirements</b> Students from various undergraduate backgrounds, who meet the university graduate admissions requirements, <b>including a 2200 GAP score (the product of GRE and overall undergraduate GPA) or the equivalent required for general admission to Graduate Studies</b>, may be admitted to the program. Applicants must score at least 450 on each of the two <b>GRE</b> sections (verbal + quantitative) in order to be considered for admission unless conditional admission is given, and must score a 3.5 or better on the Analytical Writing section. International students must also</p>

<p>educational background. International students must also submit a letter of intent regarding the MHA Program degree and successfully pass the TOEFL exam (e.g., 550 on the paper-based, 213 on the computer based and 79 on the iBT TOEFL).</p>	<p>submit a letter of intent regarding the MHA Program degree <b>and attain the minimum acceptable TOEFL or IELTS test scores as stipulated by the Office of Graduate Studies. Health care executives, physicians and other health care professionals with at least five years of work experience who otherwise meet university admission criteria in the application for the MHA program are not required to take the GRE. Evidence of outstanding performance in health services would be required and interviews shall be conducted on a case-by-case basis in the admission decision for health care professionals with less than five years of work experience.</b></p>
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**Current Program**

**Proposed Program**

Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
<b>BA</b>	<b>501</b>	<b>Survey of Economic Theory</b>	<b>3</b>				
<b>BA</b>	<b>505</b>	<b>Survey of Accounting Principles</b>	<b>3</b>				
PH	520	Biostatistics	3	PH	520	Biostatistics	3
PH	582	Epidemiology	3	PH	582	Epidemiology	3
				<b>PH</b>	<b>583</b>	<b>Public Health Administration</b>	<b>3</b>
				<b>PH</b>	<b>587</b>	<b>Health Behavior</b>	<b>3</b>
<b>HCA</b>	<b>520</b>	<b>Graduate Statistics Lab</b>	<b>1</b>				
HCA	540	Healthcare Organization and Management	3	HCA	540	Healthcare Organization and Management	3
HCA	541	Strategic Management and Marketing of Health Services		HCA	541	Strategic Management and Marketing of Health Services	3
HCA	542	Healthcare Human Resources Administration	3	HCA	542	Healthcare Human Resources Administration	3
HCA	543	Healthcare Quality and Responsibility	3	HCA	543	Healthcare Quality and Responsibility	3
<b>HCA</b>	<b>544</b>	<b>Healthcare Systems Design and Behavior</b>	<b>3</b>				
HCA	545	Managerial Finances for Health Services	3	HCA	545	Managerial Finances for Health Services	3
HCA	551	Healthcare Jurisprudence	3	HCA	551	Healthcare Jurisprudence	3
<b>HCA</b>	<b>564</b>	<b>Health Systems Informatics</b>	<b>3</b>				
<b>HCA</b>	<b>565</b>	<b>Health Systems Informatics Lab</b>	<b>3</b>				
<b>HCA</b>	<b>571</b>	<b>Managed Care</b>	<b>3</b>				
<b>HCA</b>	<b>574</b>	<b>Decision Making in Health Services</b>	<b>3</b>				
HCA	586	Health Economics and Policy	3	HCA	586	Health Economics and Policy	3
		<b>Electives</b>				<b>Electives</b>	



	HCA 555 Healthcare Preparedness and Leadership, HCA 556 Ambulatory Care/Rural Health, HCA 572 Current Topics in Health Services.	3		HCA 555 Healthcare Preparedness and Leadership; HCA 556 Ambulatory Care/Rural Health; HCA 572 Current Topics in Health Services; <b>PH 584 Principles of Environmental Health; HCA 544 Healthcare Systems Design and Behavior; HCA 564 Health Systems Informatics; HCA 574 Decision Making in Health Services; other courses may be selected with permission of advisor.</b>	3
	Internship or Thesis			Internship or Thesis	
	HCA 546 Graduate Internship; OR PH 599 Thesis Research and Writing; OR Executive Option (Two MHA Electives)	6		HCA 546 Graduate Internship; OR PH 599 Thesis Research and Writing; OR Executive Option (Two MHA Electives)	6
	<b>Credit Hours</b>	<b>56</b>		<b>Credit Hours</b>	<b>42</b>

**4. Rationale for the proposed program change: This program revision was designed to facilitate the following key changes:**

- To remove courses whose content fundamentally overlaps with other courses presently offered in the program.
- To improve the enrollment rate of experienced health care professionals into the program by streamlining the program and making admission requirements explicit for health care executives.
- To combine the core contents of MHA and MPH programs to create better employment opportunities for graduates in both management and public sectors.
- To strengthen the program level of competitiveness by creating a course load and coursework content comparable with that offered at other institutions.

The total number of credit hours in the program was changed from 56 to 42 as a reflection of the above revisions.

**5. Proposed term for implementation: Fall 2011**

**6. Dates of prior committee approvals:**

Public Health Department: 02/18/2011

CHHS Graduate Curriculum Committee 02/27/2011

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Program Inventory Form**

Proposal Date: 1/24/11

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Revise A Program  
(Action Item)**

Contact Person: A. Mark Doggett      [mark.doggett@wku.edu](mailto:mark.doggett@wku.edu) 745-6951

**1. Identification of program:**

- 1.1 Current program reference number: 045
- 1.2 Current program title: Technology Management
- 1.3 Credit hours: 30 plus 3 hr. University research tool course

**2. Identification of the proposed program changes:**

- Change program name to: Engineering Technology Management
- Change from common core to management core with student selected courses from a technical concentration and elective.

**3. Detailed program description:**

- See the attached side-by-side table

**4. Rationale for the proposed program change:**

In 2009, the accrediting body for our discipline changed its name to the Association of Technology, Management, and Applied Engineering (ATMAE).

The curriculum of the program includes coursework from both the Engineering and Technology Management fields (shown in italics below):

ATMAE defines **Technology Management** as the field concerned with the supervision of personnel across the technical spectrum and a wide variety of complex technological systems. Technology Management programs typically include instruction in production and *operations management, project management*, computer applications, *quality control*, safety and health issues, statistics, and *general management principles*.

ATMAE defines **Applied Engineering** as the field concerned with the application of management, design, and technical skills for the design and integration of systems, the execution of new product designs, the improvement of manufacturing processes, and the management and direction of physical and/or technical functions of a firm or organization. Applied Engineering programs typically include instruction in basic engineering principles, *project management*, industrial processes, *production and operations management*, systems integration and control, *quality control*, and statistics.

According to the National Center for Education Statistics  
(<http://nces.ed.gov/pubs2002/cip2000/cip2000.asp?CIP2=15.1501>)

**Engineering/Industrial Management** is a program that focuses on the application of engineering principles to the planning and operational management of industrial and manufacturing operations, and prepares individuals to plan and manage such operations. Includes instruction in *accounting, engineering economy, financial management, industrial and human resources management, industrial psychology, management information systems, mathematical modeling and optimization, quality control, operations research, safety and health issues,* and environmental program management. (Moved from 14.3001)

The current program emphasizes management of both engineering and technical professionals. This change would more clearly identify the program as a technical-managerial program for industrial, engineering, and operations leadership while distinguishing it clearly from Information Technology Management. In addition, students and alumni of the program manage across a broad range of technical disciplines characterized by these courses and better described with this title.

**5. Proposed term for implementation and special provisions (if applicable):**

Fall 2011

**6. Dates of prior committee approvals:**

AMS Department	2/4/11
OCSE Graduate Curriculum Committee	2/18/11
Graduate Council	__ March 17, 2011 __
University Senate	_____

**Attachment: Program Inventory Form**

OLD 33 hrs			NEW 33 hrs		
<b>Core: 24 hrs</b>			<b>Management Core: 12 hrs</b>		
Emerging Technologies	AMS 510	3			
Resource Management	AMS 520	3	Resource Management	AMS 520	3
Project Management	AMS 655	3	Project Management	AMS 655	3
Workforce Development	AMS 535	3			
Operations Leadership	AMS 590	3	Operations Leadership	AMS 590	3
Legal and Ethical Issues in Technology	AMS 630	3			
Supply Chain Management	AMS 650	3			
Quality Management	AMS 671	3	Quality Management	AMS 671	3
<i>Thesis Option: 6 hrs</i>			<i>Thesis Option: 6 hrs</i>		
Thesis	AMS 599	6	Thesis	AMS 599	6
<i>Non-Thesis Option: 6 hrs</i>			<i>Non-Thesis Option: 6 hrs</i>		
Graduate Project	AMS 690	6	Graduate Project	AMS 690	6
<i>University Research Tool 3 hrs</i>			<i>University Research Tool 3 hrs</i>		
Research Methods Technology Mgmt.	AMS 571	3	Research Methods Technology Mgmt.	AMS 571	3
			<b>Technical Concentration 9 hrs Select three (3) courses</b>		
			Emerging Technologies	AMS 510	3
			Theory of Constraints	AMS 540	3
			Lean Systems	AMS 594	3
			Six Sigma Quality	AMS 580	3
			Product Development	AMS 588	3
			Supply Chain Management	AMS 650	3
			<b>Electives 3 hrs Select one (1) course</b>		
			Automated Data Collection	AMS 530	3
			Workforce Development	AMS 535	3
			Legal & Ethics Issues in Technology	AMS 630	3
<b>Grand Total Hours:</b>		<b>33</b>	<b>Grand Total Hours:</b>		<b>33</b>

Proposal Date: 12-07-10

**Potter College of Arts and Letters  
Department of Music  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Robyn Swanson, Department of Music  
E-mail Address: [robyn.swanson@wku.edu](mailto:robyn.swanson@wku.edu); Phone: 745-5925

**1. Identification of program:**

- 1.1 Current program reference number: 0439
- 1.2 Current program title: MAE in Music Education for Teacher Leaders
- 1.3 Credit hours: 30-37 hrs.

**2. Identification of the proposed program changes:**

The existing Music Education for Teacher Leaders Program offered under the MAE degree will be moved to the new Master of Music Degree. The Master of Music Degree Program will have four concentrations:

- 1. Music Education/Teacher Leader
- 2. Conducting/Teacher Leader
- 3. Conducting, or
- 4. Pedagogy

• New courses to the program are in bold: MUS 625, MUS 519, MUS 520  
Concentrations 1 and 2 will replace the MAE in Music Education for Teacher Leader.

**3. Detailed program description:**

Program Description (Current)	Program Description (Proposed)
	<p>1. The Master of Music graduate program has four areas of concentration: Music Education, Conducting for Teacher Leader rank change, Conducting, or Pedagogy. These provide continued development of (1) individual students which will result in enrichment of their personal lives and will enable them to preserve and extend cultural and diverse heritages; and (2) professional and scholarly competence in organization, interpretation, evaluation, communication, and dissemination of knowledge in the discipline.</p> <p>The music education and conducting (teacher leader rank change option) concentrations would further enable the teacher/practitioner to meet certification renewal requirements and rank changes mandated by the Commonwealth</p>

	of Kentucky. Graduates in the pedagogy specialization would meet requirements for national certification through the Music Teachers National Association (MTNA).
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Current Program	Proposed Program										
<p><b>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</b></p> <ol style="list-style-type: none"> <li>1. No GRE qualifying score will be required for applicants who are graduates of a WKU teacher preparation program, as long as they have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.</li> <li>2. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.</li> <li>3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application.</li> </ol> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted</p>	<p><b>Admission Requirements:</b></p> <p><i>University Admission Requirements:</i></p> <ol style="list-style-type: none"> <li>1. Baccalaureate degree in music</li> <li>2. Applicants who are alumni of WKU teacher preparation programs seeking the music education and conducting teacher leader rank-change concentrations must submit a current, valid teaching certificate or Statement of Eligibility for P-12 Music Certification (Integrated, or Vocal, or Instrumental).</li> <li>3. Candidates who are alumni of WKU baccalaureate music degree programs seeking non-teacher licensure rank-change concentrations (conducting and pedagogy) must submit an application.</li> <li>4. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and if required for the concentration, have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application if applicable.</li> </ol> <p><i>Department of Music Admission Requirements:</i></p> <ol style="list-style-type: none"> <li>1) Prior to entrance: Audition on primary instrument or voice</li> <li>2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history</li> </ol> <p><b>Music Core: Required for all 4 concentrations:12 hrs.</b></p> <p>(Level 2 content core for the music education/conducting teacher leader rank change programs).</p> <table style="width: 100%; border: none;"> <tr> <td>MUS 500: Theory</td> <td style="text-align: right;">3 hours</td> </tr> <tr> <td>MUS 530: Music Literature</td> <td style="text-align: right;">3 hours</td> </tr> <tr> <td>MUS 511: Research Methods in Music</td> <td style="text-align: right;">3 hours</td> </tr> <tr> <td>Or TCHL 560: Action Research for Teacher Leaders</td> <td></td> </tr> <tr> <td>MUS 525: Music and Human Experience</td> <td style="text-align: right;">3 hours</td> </tr> </table>	MUS 500: Theory	3 hours	MUS 530: Music Literature	3 hours	MUS 511: Research Methods in Music	3 hours	Or TCHL 560: Action Research for Teacher Leaders		MUS 525: Music and Human Experience	3 hours
MUS 500: Theory	3 hours										
MUS 530: Music Literature	3 hours										
MUS 511: Research Methods in Music	3 hours										
Or TCHL 560: Action Research for Teacher Leaders											
MUS 525: Music and Human Experience	3 hours										

<p>with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><u>(Level 1) Professional Education Core—12-19 hours</u></p> <p>TCHL 500 – Foundations of Teacher Leadership (3 hrs.)</p> <p>MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hrs.)</p> <p>MUS 514 – Secondary Music Curriculum (3 hrs.)</p> <p>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)</p> <p>TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)</p> <p>TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)</p> <p>TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)</p> <p>TCHL 554 – Student Assessment II: Standardized Testing (1 hour)</p> <p>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)</p> <p>MUS 511: Investigations in Music Education or TCHL 560 – Action Research for Teacher Leaders (3 hours)</p> <p>Courses in boldface are required.</p> <p><u>(Level 2) Specialization Component—18 hours</u></p> <p>Advisor-approved elective courses selected from discipline in which student is certified.</p> <p><b>Music Core Content</b> 12 hrs from:</p> <p>MUS 500 - Seminar in Theory 3 hrs</p> <p>MUS 518 - Advanced Conducting 3 hrs</p> <p>MUS 525 - Music and Human Experience 3 hrs</p> <p>MUS 530 - Music Literature 3 hrs</p> <p>MUS 538- Directed Ind. Study (Music) 3 hrs</p>	<p>1. Music Education Teacher Leader Rank-Change Concentration: 12-19 hrs. (Level 1) Professional Music Education Core Required music education courses (9 hours)</p> <p>MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours)</p> <p>MUS 514 – Secondary Music Curriculum (3 hours)</p> <p><b>MUS 625: Music Education Capstone Project (To be completed as an exit requirement.) (3 hours)</b></p> <p>Professional Education Courses 3-10 hours</p> <p>*TCHL 500 – Foundations of Teacher Leadership (3 hours)</p> <p>Based on student assessment, the outcomes of TCHL 500 and advisor recommendation, the following courses may be required.</p> <p><i>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)</i></p> <p><i>TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)</i></p> <p><i>TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)</i></p> <p><i>TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)</i></p> <p><i>TCHL 554 – Student Assessment II: Standardized Testing (1 hour)</i></p> <p><i>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)</i></p> <p>*(Required the first semester of admission to the program.)</p> <p>Elective Hours: (6)</p> <p>Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. A 3-hour MUS 512 workshop is required for the music education concentration and MUS 519: Conducting Seminar is required for the conducting concentration.</p>
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<p>MUS 553 - Applied Principal 2 hrs</p> <p>MUS 550 -Applied Music Secondary 1 hr.</p> <p>Performing Ensembles: Select 1 hr. from the following MUS 540,541,544,545,547,548,549,571,574</p> <p><b>Music Education : 6 hrs.</b></p> <p>Elected from the following: MUS 512* - Workshop (1-3 hours with a maximum of 6) MUS 513* - Directed Independent Study 3 hrs</p> <p>Applicable courses from the music core: MUS 553, - Applied Principal 2 hrs</p> <p>Performing Ensembles : Select 1 hr. from the following MUS 540,541,544,545,547,548,549,571,574 *a maximum of 6 hours may be used from any combination of MUS 512 and MUS 513: 3 credit hours of MUS 512 is required.</p> <p><b>Program Completion Requirements:</b> Candidates must successfully complete MUS 511-Investigations in Music Education or TCHL 560 – Action Research for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by advisor</p>	<p><b>2. Conducting Teacher Leader Rank-Change Concentration: 12-19 hrs.</b> <b>(Level 1) Professional Music Education Core Required music education courses (9 hour</b> MUS 518: Conducting (3 hours) Either MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours) or MUS 514 – Secondary Music Curriculum (3 hours) <b>MUS 625: Capstone Project either Conducting or the Music Education (To be completed as an exit requirement.) (3 hours)</b></p> <p><b>Professional Education Courses 3-10 hours</b> TCHL 500 – Foundations of Teacher Leadership (3 hours) Based on student assessment, the outcomes of TCHL 500 and advisor recommendation, the following courses may be required. <i>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)</i> <i>TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)</i> <i>TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)</i> <i>TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)</i> <i>TCHL 554 – Student Assessment II: Standardized Testing (1 hour)</i> <i>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)</i> *(Required the first semester of admission to the program.)</p> <p><b>Elective Hours: (6)</b> Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. A 3-hours MUS 512 workshop is required for the music education concentration and <b>MUS 519: Conducting Seminar is required for the conducting concentration. MUS 519 may be taken for a total of 6 hours.</b> Total teacher licensure rank change program hours: 30-37</p> <p><b>3. Conducting concentration: 12hrs.</b> MUS 518: Advanced Conducting 3 hours <b>MUS 519: Conducting Seminar 3-6 hours</b></p>
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	<p>Ensemble 1 hour  Applied Lessons In conducting 2 hours  MUS 625: Capstone Project 3 hours</p> <p>Elective Hours: (6)  Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. MUS 519 may be taken for a total of 6 hours.  Total Program hours:  30 hrs.</p> <p><b>4. Pedagogy Concentration: 12 hrs.  (Leads to MTNA National Certification)</b></p> <p><b>MUS 520: Advanced Pedagogy 3 hours</b>  MUS 513: DIS in Pedagogy 3 hours  Ensemble 1 hour  Applied Lessons 2 hours  <b>MUS 625: Capstone Project 3 hours</b></p> <p><b>Elective Hours: (6)</b>  <b>Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc.</b>  <b>Total Program hours: 30 hrs.</b></p> <p><b><u>Program Exit Requirements:</u></b>  1. Comprehensive Capstone MM Project: MUS 625  Conducting: Conducting project and program notes  Music Education: Action Research Project  Pedagogy: Lecture recital and corresponding research paper  2. Oral comprehensive exam  A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications.</p>
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**4. Rationale for the proposed program change:** Currently, the only graduate-level degree program that is offered by the department is the MAE in Music Education for Teacher Leaders (0439). It is common for a Department of Music with the current enrollment numbers (201 students: 181 undergraduate, 20 graduate) to offer a Master of Music degree with multiple areas of concentration. Since 2001, the enrollment in the baccalaureate music programs (Bachelor of Music Education, Bachelor of Music in Performance and Bachelor of Arts in Music) has increased 21.8%. The average ACT composite scores have increased from

22.2 to 24 and the number of graduate and undergraduate degrees awarded has increased from 26 to 45.

The WKU Department of Music has an established reputation for preparing quality music educators. Most music educators within the region earn the MAE, Rank II non-degree and Rank I (Music) programs at WKU. According to the Kentucky Education Professional Standards Board, changes in teacher licensure for music education can be acquired through a Master of Music Degree. Currently, the Department of Music has qualified and internationally recognized faculty to teach the required courses in each concentration of the degree program.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2011  
(Implementation date is flexible depending on accreditation agency approval.)

**6. Dates of prior committee approvals:**

Department of Music Graduate Faculty:	1-24-11
PCAL Curriculum Committee	3-3-11
Professional Education Council	3-16-11
Graduate Council	3-17-11
University Senate	

**Attachment: Program Inventory Form**

Proposal Date: 12-07-10

**Potter College of Arts and Letters  
Department of Music  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Robyn Swanson, Department of Music  
E-mail Address: [robyn.swanson@wku.edu](mailto:robyn.swanson@wku.edu); Phone: 745-5925

**1. Identification of program:**

- 1.1 Current program reference number: 0439
- 1.2 Current program title: MAE in Music Education for Teacher Leaders
- 1.3 Credit hours: 30-37 hrs.

**2. Identification of the proposed program changes:**

The existing Music Education for Teacher Leaders Program offered under the MAE degree will be moved to the new Master of Music Degree. The Master of Music Degree Program will have four concentrations:

- 1. Music Education/Teacher Leader
- 2. Conducting/Teacher Leader
- 3. Conducting, or
- 4. Pedagogy

• New courses to the program are in bold: MUS 625, MUS 519, MUS 520  
Concentrations 1 and 2 will replace the MAE in Music Education for Teacher Leader.

**3. Detailed program description:**

Program Description (Current)	Program Description (Proposed)
	<p>1. The Master of Music graduate program has four areas of concentration: Music Education, Conducting for Teacher Leader rank change, Conducting, or Pedagogy. These provide continued development of (1) individual students which will result in enrichment of their personal lives and will enable them to preserve and extend cultural and diverse heritages; and (2) professional and scholarly competence in organization, interpretation, evaluation, communication, and dissemination of knowledge in the discipline.</p> <p>The music education and conducting (teacher leader rank change option) concentrations would further enable the teacher/practitioner to meet certification renewal requirements and rank changes mandated by the Commonwealth</p>

	of Kentucky. Graduates in the pedagogy specialization would meet requirements for national certification through the Music Teachers National Association (MTNA).
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Current Program	Proposed Program										
<p><b>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</b></p> <p>4. No GRE qualifying score will be required for applicants who are graduates of a WKU teacher preparation program, as long as they have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>5. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>6. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted</p>	<p><b>Admission Requirements:</b></p> <p><i>University Admission Requirements:</i></p> <ol style="list-style-type: none"> <li>1. Baccalaureate degree in music</li> <li>2. Applicants who are alumni of WKU teacher preparation programs seeking the music education and conducting teacher leader rank-change concentrations must submit a current, valid teaching certificate or Statement of Eligibility for P-12 Music Certification (Integrated, or Vocal, or Instrumental).</li> <li>3. Candidates who are alumni of WKU baccalaureate music degree programs seeking non-teacher licensure rank-change concentrations (conducting and pedagogy) must submit an application.</li> <li>4. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and if required for the concentration, have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application if applicable.</li> </ol> <p><i>Department of Music Admission Requirements:</i></p> <ol style="list-style-type: none"> <li>3) Prior to entrance: Audition on primary instrument or voice</li> <li>4) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history</li> </ol> <p><b>Music Core: Required for all 4 concentrations:12 hrs.</b></p> <p>(Level 2 content core for the music education/conducting teacher leader rank change programs).</p> <table style="width: 100%; border: none;"> <tr> <td>MUS 500: Theory</td> <td style="text-align: right;">3 hours</td> </tr> <tr> <td>MUS 530: Music Literature</td> <td style="text-align: right;">3 hours</td> </tr> <tr> <td>MUS 511: Research Methods in Music</td> <td style="text-align: right;">3 hours</td> </tr> <tr> <td>Or TCHL 560: Action Research for Teacher Leaders</td> <td></td> </tr> <tr> <td>MUS 525: Music and Human Experience</td> <td style="text-align: right;">3 hours</td> </tr> </table>	MUS 500: Theory	3 hours	MUS 530: Music Literature	3 hours	MUS 511: Research Methods in Music	3 hours	Or TCHL 560: Action Research for Teacher Leaders		MUS 525: Music and Human Experience	3 hours
MUS 500: Theory	3 hours										
MUS 530: Music Literature	3 hours										
MUS 511: Research Methods in Music	3 hours										
Or TCHL 560: Action Research for Teacher Leaders											
MUS 525: Music and Human Experience	3 hours										

<p>with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p><u>(Level 1) Professional Education Core—12-19 hours</u></p> <p>TCHL 500 – Foundations of Teacher Leadership (3 hrs.)  MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hrs.)  MUS 514 – Secondary Music Curriculum (3 hrs.)  TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)  TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)  TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)  TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)  TCHL 554 – Student Assessment II: Standardized Testing (1 hour)  TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)  MUS 511: Investigations in Music Education or TCHL 560 – Action Research for Teacher Leaders (3 hours)  Courses in boldface are required.</p> <p><u>(Level 2) Specialization Component—18 hours</u></p> <p>Advisor-approved elective courses selected from discipline in which student is certified.  <b>Music Core Content</b> 12 hrs from:  MUS 500 - Seminar in Theory 3 hrs  MUS 518 - Advanced Conducting 3 hrs  MUS 525 - Music and Human Experience 3 hrs  MUS 530 - Music Literature 3 hrs  MUS 538- Directed Ind. Study (Music) 3 hrs</p>	<p>1. Music Education Teacher Leader Rank-Change Concentration: 12-19 hrs.  (Level 1) Professional Music Education Core  Required music education courses (9 hours)</p> <p>MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours)  MUS 514 – Secondary Music Curriculum (3 hours)  <b>MUS 625: Music Education Capstone Project (To be completed as an exit requirement.) (3 hours)</b></p> <p>Professional Education Courses 3-10 hours  *TCHL 500 – Foundations of Teacher Leadership (3 hours)  Based on student assessment, the outcomes of TCHL 500 and advisor recommendation, the following courses may be required.  <i>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)</i>  <i>TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)</i>  <i>TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)</i>  <i>TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)</i>  <i>TCHL 554 – Student Assessment II: Standardized Testing (1 hour)</i>  <i>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)</i>  *(Required the first semester of admission to the program.)</p> <p>Elective Hours: (6)  Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. A 3-hour MUS 512 workshop is required for the music education concentration and MUS 519: Conducting Seminar is required for the conducting concentration.</p>
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<p>MUS 553 - Applied Principal 2 hrs</p> <p>MUS 550 -Applied Music Secondary 1 hr.</p> <p>Performing Ensembles: Select 1 hr. from the following MUS 540,541,544,545,547,548,549,571,574</p> <p><b>Music Education : 6 hrs.</b></p> <p>Elected from the following: MUS 512* - Workshop (1-3 hours with a maximum of 6) MUS 513* - Directed Independent Study 3 hrs</p> <p>Applicable courses from the music core: MUS 553, - Applied Principal 2 hrs</p> <p>Performing Ensembles : Select 1 hr. from the following MUS 540,541,544,545,547,548,549,571,574 *a maximum of 6 hours may be used from any combination of MUS 512 and MUS 513: 3 credit hours of MUS 512 is required.</p> <p><b>Program Completion Requirements:</b> Candidates must successfully complete MUS 511-Investigations in Music Education or TCHL 560 – Action Research for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by advisor</p>	<p><b>2. Conducting Teacher Leader Rank-Change Concentration: 12-19 hrs.</b> <b>(Level 1) Professional Music Education Core Required music education courses (9 hour</b> MUS 518: Conducting (3 hours) Either MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours) or MUS 514 – Secondary Music Curriculum (3 hours) <b>MUS 625: Capstone Project either Conducting or the Music Education (To be completed as an exit requirement.) (3 hours)</b></p> <p><b>Professional Education Courses 3-10 hours</b> TCHL 500 – Foundations of Teacher Leadership (3 hours) Based on student assessment, the outcomes of TCHL 500 and advisor recommendation, the following courses may be required. <i>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)</i> <i>TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)</i> <i>TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)</i> <i>TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)</i> <i>TCHL 554 – Student Assessment II: Standardized Testing (1 hour)</i> <i>TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)</i> *(Required the first semester of admission to the program.)</p> <p><b>Elective Hours: (6)</b> Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. A 3-hours MUS 512 workshop is required for the music education concentration and <b>MUS 519: Conducting Seminar is required for the conducting concentration. MUS 519 may be taken for a total of 6 hours.</b> Total teacher licensure rank change program hours: 30-37</p> <p><b>3. Conducting concentration: 12hrs.</b> MUS 518: Advanced Conducting 3 hours <b>MUS 519: Conducting Seminar 3-6 hours</b></p>
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	<p>Ensemble 1 hour  Applied Lessons In conducting 2 hours  MUS 625: Capstone Project 3 hours</p> <p>Elective Hours: (6)  Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. MUS 519 may be taken for a total of 6 hours.  Total Program hours:  30 hrs.</p> <p><b>4. Pedagogy Concentration: 12 hrs.  (Leads to MTNA National Certification)</b></p> <p><b>MUS 520: Advanced Pedagogy 3 hours</b>  MUS 513: DIS in Pedagogy 3 hours  Ensemble 1 hour  Applied Lessons 2 hours  <b>MUS 625: Capstone Project 3 hours</b></p> <p><b>Elective Hours: (6)</b>  <b>Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc.</b>  <b>Total Program hours: 30 hrs.</b></p> <p><b><u>Program Exit Requirements:</u></b>  1. Comprehensive Capstone MM Project: MUS 625  Conducting: Conducting project and program notes  Music Education: Action Research Project  Pedagogy: Lecture recital and corresponding research paper  2. Oral comprehensive exam  A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications.</p>
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**4. Rationale for the proposed program change:** Currently, the only graduate-level degree program that is offered by the department is the MAE in Music Education for Teacher Leaders (0439). It is common for a Department of Music with the current enrollment numbers (201 students: 181 undergraduate, 20 graduate) to offer a Master of Music degree with multiple areas of concentration. Since 2001, the enrollment in the baccalaureate music programs (Bachelor of Music Education, Bachelor of Music in Performance and Bachelor of Arts in Music) has increased 21.8%. The average ACT composite scores have increased from

22.2 to 24 and the number of graduate and undergraduate degrees awarded has increased from 26 to 45.

The WKU Department of Music has an established reputation for preparing quality music educators. Most music educators within the region earn the MAE, Rank II non-degree and Rank I (Music) programs at WKU. According to the Kentucky Education Professional Standards Board, changes in teacher licensure for music education can be acquired through a Master of Music Degree. Currently, the Department of Music has qualified and internationally recognized faculty to teach the required courses in each concentration of the degree program.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2011  
(Implementation date is flexible depending on accreditation agency approval.)

**6. Dates of prior committee approvals:**

Department of Music Graduate Faculty:	1-24-11
PCAL Curriculum Committee	3-3-11
Professional Education Council	3-16-11
Graduate Council	3-17-11
University Senate	

**Attachment: Program Inventory Form**



Proposal Date: March 13, 2011

**College of Graduate Studies  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Martin Stone, [martin.stone@wku.edu](mailto:martin.stone@wku.edu), 438-6923

**1. Identification of proposed policy revision:**

Change in Graduate Studies' *Time Limits for Completion of Doctoral Degree* policy.

**2. Catalog statement of existing policy:** none

**3. Catalog statement of proposed policy:**

All requirements for the doctoral degree must be completed within ten years of initial enrollment in the doctoral program. Failure to complete a degree within the specified time limit will result in those courses not being counted towards the doctoral degree. Students may request a one-time, one-year extension to be considered by the Dean of Graduate Studies on a case-by-case basis and a student is not guaranteed approval.

**4. Rationale for proposed policy revision:**

New policy sets time limits for courses to be counted towards doctoral degree.

**5. Impact of proposed policy revision on existing academic or non-academic policies:**

none anticipated

**6. Proposed term for implementation:** Fall 2011

**7. Dates of prior committee approvals:**

Graduate Council

\_\_\_March 17, 2011\_\_\_

University Senate

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**College of Graduate Studies  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Jim Berger, [jim.berger@wku.edu](mailto:jim.berger@wku.edu), 5-3892

1. **Identification of proposed policy revision:** Transfer Policy
2. **Catalog statement of existing policy:**

**Transfer Credit**

A maximum of 12 transfer credits may be used in any master's or specialist degree program, and up to 15 transfer credits may be permitted in the EdD program. However, some programs have more restrictive policies regarding the number of hours that will be accepted in a particular program. In any case, the following requirements must be met:

1. The credit(s) must have been earned at an accredited graduate institution.
2. The course work to be transferred must be properly designated as having been taken for graduate credit.
3. The grade point average must be at least 3.0 (4.0 scale) on all graduate course work appearing on the transcript before specific courses can be transferred.
4. Additionally, the courses to be transferred must carry a grade of 3.0 (4.0 scale) or better.
5. Credits earned during a given term must not exceed the number of weeks of instruction and must have been earned within the six-year time limit for degree completion.
6. Any course(s) to be transferred must be appropriate for degree completion.
7. At least 12 hours in the major area and at least 6 hours in the minor area must be taken at Western.

*The "Transfer Credit Practices" report published by the American Association of Registrar's and Admissions Officers is the reference used in evaluating credits.*

Transfer credits taken during the final semester of a program will delay program completion until official transcripts have been received in the Office of Graduate Studies and Research. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. A majority of credits applied toward certificate requirements must be earned at Western.

3. **Catalog statement of proposed policy:**

**Transfer of Graduate Credits for Masters, Specialists, and Certificate Programs**

A maximum of 12 transfer credits may be used in **any master's or specialist degree** program. However, some programs have more restrictive policies regarding the number of hours that will be accepted in a particular program. In any case, the following requirements must be met:

1. The credit(s) must have been earned at an accredited graduate institution.
2. The course work to be transferred must be properly designated as having been taken for graduate credit.
3. The grade point average must be at least 3.0 (4.0 scale) on all graduate course work appearing on the transcript before specific courses can be transferred.
4. Additionally, the courses to be transferred must carry a grade of 3.0 (4.0 scale) or better.
5. **For master's, certificate, and education specialist programs**, credits must have been earned within the six-year time limit for degree completion. **Individuals needing additional time may request for a**

**one-time, one-year extension from Graduate Studies. It is unusual for Graduate Studies to grant such request.**

6. Any course(s) to be transferred must be appropriate for degree completion.

**7. Although requirements 5 and 6 above are general rules for transfer credit, program chairs and advisors in coordination with the Office of Graduate Studies may use their discretion regarding time limits on or appropriateness of transfer credits. Transfer courses must meet policy requirements regarding currency of the course.**

8. **If applicable**, at least 12 hours in the major area and at least 6 hours in the minor area must be taken at WKU.

9. **No more than a total of 12 hours of courses taken while admitted as non-degree seeking student, enrolled in another program, or transferred from another institution may be used in any master's degree program at WKU.**

**10. Must meet requirements of Course Currency Policy.**

*The "Transfer Credit Practices" report published by the American Association of Collegiate Registrar's and Admissions Officers is the reference used in evaluating credits.*

Transfer credits taken during the final semester of a program will delay program completion until official transcripts have been received in the Office of Graduate Studies and Research. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. A majority of credits applied toward certificate requirements must be earned at Western Kentucky University.

### **Transfer of Graduate Credits for Doctoral Programs**

A maximum of 15 transfer credits may be permitted in a **doctoral** program. However, some programs have more restrictive policies regarding the number of hours that will be accepted in a particular program. In any case, the following requirements must be met:

1. The credit(s) must have been earned at an accredited graduate institution.

2. The course work to be transferred must be properly designated as having been taken for graduate credit.

3. The grade point average must be at least 3.0 (4.0 scale) on all graduate course work appearing on the transcript before specific courses can be transferred.

4. Additionally, the courses to be transferred must carry a grade of 3.0 (4.0 scale) or better.

5. Any course(s) to be transferred must be appropriate for degree completion.

**6. Although requirement 6 above is a general rule for transfer credit, program chairs and advisors in coordination with the Office of Graduate Studies may use their discretion regarding time limits on or appropriateness of transfer credits. Transfer courses must meet policy requirements regarding currency of the course.**

7. **If applicable**, at least 12 hours in the major area and at least 6 hours in the minor area must be taken at WKU.

8. **No more than a total of 15 hours of courses taken while admitted as non-degree seeking student, enrolled in another program, or transferred from another institution may be used in any doctoral degree program at WKU.**

**9. Must meet requirements of Course Currency Policy.**

*The "Transfer Credit Practices" report published by the American Association of Collegiate Registrar's and Admissions Officers is the reference used in evaluating credits.*

Transfer credits taken during the final semester of a program will delay program completion until official transcripts have been received in the Office of Graduate Studies and Research. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. A majority of credits applied toward certificate requirements must be earned

at Western **Kentucky University**.

**4. Rationale for proposed policy revision:**

New policy establishes different policies for masters, certificate, and specialist programs compared to doctoral programs. The new policies also include tighter restrictions for timelines and acceptance of transfer credits from other institutions.

**5. Impact of proposed policy revision on existing academic or non-academic policies:**

These proposed policy changes will impact transfer and currency policies.

**6. Proposed term for implementation:** Fall 2011

**7. Dates of prior committee approvals:**

Graduate Council

\_\_\_\_\_ 3-17-2011 \_\_\_\_\_

University Senate

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**College of Graduate Studies  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Jim Berger, [jim.berger@wku.edu](mailto:jim.berger@wku.edu), 5-3892

1. **Identification of proposed policy revision:** Course Currency Policy
2. **Catalog statement of existing policy:**

**Time Limitation for Completion of Degree**

All requirements for graduate degrees must be completed within six years from the date the first course is taken. Failure to complete a degree in six years will result in the loss of all credits taken outside of the time limit. Students may request an extension to be approved by the Dean of Graduate Studies and Research. Extensions are considered on a case-by-case basis, and a student is not guaranteed approval. All records are purged after six years from the date of last enrollment at the university or degree completion.

3. **Catalog statement of proposed policy:**

**Policy Regarding Currency of Courses – Master’s, Certificate, and Specialist Degrees**

**Courses to be used as part of a Masters, Certificate, or Specialist program should be no older than six years at the time of graduation. Courses older than six years may be counted toward program requirements if approved by the program director, college dean, and the dean of Graduate Studies. Students should check with their advisors to determine whether they are eligible to seek approval for an exception to the course currency policy. Courses to be transferred must also meet transfer credit policies.**

**Policy Regarding Currency of Courses – Doctoral Programs**

**Courses to be used as part of a doctoral program should be no older than ten years at the time of graduation. Courses older than ten years may be counted toward program requirements if approved by the program director, college dean, and the dean of Graduate Studies. Students should check with their doctoral advisors to determine whether they are eligible to see approval for an exception to the course currency policy. Courses to be transferred must also meet transfer credit policies.**

4. **Rationale for proposed policy revision:**

New policies establish different requirements for master’s, certificate, and specialist programs compared to doctoral programs. The new policies also include tighter restrictions for timelines for courses taken at Western Kentucky University or other institutions.

5. **Impact of proposed policy revision on existing academic or non-academic policies:**  
These proposed policy changes will impact transfer and currency policies.

6. **Proposed term for implementation:** Fall 2011

**7. Dates of prior committee approvals:**

Graduate Council

3-17-2011

University Senate

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Proposal Date: January 14, 2011

**Office of the Registrar  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Freida Eggleton, [freida.eggleton@wku.edu](mailto:freida.eggleton@wku.edu), 745-5432

1. **Identification of proposed policy revision:** Cease retention of the incomplete designation (X) on the transcript after the final grade has been issued
2. **Catalog statement of existing policy:** The grade “X” will continue to appear as the initial grade on the student’s transcript, along with the revised grade.
3. **Catalog statement of proposed policy:** None. (Delete the policy.)
4. **Rationale for proposed policy revision:** The current policy, approved in 1997, was initiated by graduate faculty who were concerned students were abusing the option to end the semester with incomplete grades and thus take more time to complete their courses. There was a desire for the transcript to reflect the student did not complete the course on a timely basis; therefore, a student’s course that was initially assigned an incomplete (X) that was subsequently completed now shows on the transcript as X/grade (i.e. X/B). This notation appears on the transcript regardless of the reason for the incomplete, and students with legitimate extenuating circumstances for needing more time to complete their course(s) may inappropriately be viewed as delinquent by prospective employers or graduate/professional school admission staff. A review of the public universities in Kentucky and WKU’s benchmark institutions found that only one other Kentucky university, Kentucky State University, and one benchmark university, Stephen F. Austin University (TX) retained the incomplete grade on the transcript.
5. **Impact of proposed policy revision on existing academic or non-academic policies:**  
None
6. **Proposed term for implementation:** 2011 Spring Semester
7. **Dates of prior committee approvals:**

UCC Academic Policy Subcommittee	February 7, 2011
Undergraduate Curriculum Committee	February 24, 2011
Graduate Council	March 17, 2011
University Senate	_____