Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: March 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 Temporary Course
            PE 514 Laboratory Methods in Exercise Physiology*

 II. Create a New Course
            ICSR 510 Perspectives on Social Justice
            ICSR 520 Community Based Research Methods
            ICSR 540 Community-Building for Sustainability
            ICSR 590 Sustainability Symposium
            ICSR 599 Thesis Research / Writing
            ICSR 600 Maintaining Matriculation

III. Clarification of Codes for the Director of Special Education Certification Programs*

IV. Clarification of Certification Codes for School Counseling Graduate Programs*

V. Create a New Program
            Social Responsibility and Sustainable Communities

VI. Remove reference to the Computer Based TOEFL in the Graduate Catalog*

Institute for Citizenship & Social Responsibility
University College
Proposal to Create a New Course
(Action Item)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744
                     Paul Markham, paul.markham@wku.edu, x3221

1.   **Identification of proposed course:**
        1.1   Course prefix (subject area) and number: ICSR 510
        1.2   Course title: Perspectives on Social Justice
        1.3   Abbreviated course title: PERSPECTIVES ON SOCIAL JUSTICE
        1.4   Credit hours and contact hours: 3
        1.5   Type of course: S
        1.6   Prerequisites/corequisites: None
        1.7   Course catalog listing: A consideration of major perspectives concerning social justice
                 issues.

2.   **Rationale:**

        2.1   **Reason for developing the proposed course:** This course is a core requirement of the
                 M.A. degree in Social Responsibility and Sustainable Communities (SRSC). As the first
                 recommended course in this program, it will serve as a theoretical foundation for other
                 core courses, electives, and the community-based learning that is central to the program.
                 By providing this foundation and asking that students apply their theoretical knowledge to
                 real world problems, ICSR 510 addresses the first QEP goal: "Students will demonstrate
                 their capacity to apply knowledge and training to address relevant concerns in community
                 or society."

        2.2   **Projected enrollment in the proposed course:** Since the course is both a core
                 requirement of the SRSC master's program and designed for students in other, related
                 interdisciplinary programs, it will draw enrollment both from the master's program and
                 from graduate certificates in women's studies, leadership, and gerontology. Based on
                 the enrollment of other similar graduate courses, the projected enrollment is 15-18.

        2.3   **Relationship of the proposed course to courses now offered by the department:**
                 There are no other graduate courses offered in the Institute for Civic & Social
                 Responsibility (ICSR).

        2.4   **Relationship of the proposed course to courses offered in other departments**: This
                 course has similarities to LEAD 525 (Leadership Ethics) and WOMN 545 (Feminist
                 Thought & Social Change). ICSR 510 differs in that it has a sustained focus on the issue
                 of social justice and has a broader focus than these applied approaches. Other graduate
                 courses may address ethical issues relative to their disciplinary areas. This course is
                 intended to provide a strong theoretical foundation for students enrolled in the Social
                 Responsibility & Sustainable Communities master's program. The course is
                 interdisciplinary and draws from a range of perspectives; it is particular to the needs of
                 the SRSC program in that the theoretical content attends both to historically recognized
                 texts and recent applications to sustainability and community development.

        2.5   **Relationship of the proposed course to courses offered in other institutions:** ICSR
                 510 has some similarities with a number of core courses in comparable masters degree
                 programs at other institutions. For example, it shares similarities with JHR 501:
                 Proseminar in Social Justice and Human Rights in Arizona State University's Social

Justice and Human Rights Program; IPS 610: Social Justice Foundations: Philosophical, Religious, and Theological Bases for Social Justice in the Loyola University's Social Justice Program; and SDIS 5000: Social Changes offered at the School for International Training in Vermont.

3.   Discussion of proposed course:
      3.1   Course objectives:
      Students will:
- understand key positions and arguments concerning social justice;
- understand core theories from the environmental justice perspective;
- develop skills for grappling with complex issues from sometimes contradictory perspectives;
- be prepared to integrate new knowledge in other courses in the SRSC master's;
- understand the ways in which concepts of social justice affect contemporary problems of sustainability and community development;
- develop their own positions and arguments, through research projects and intensive discussion and reflection.

      3.2   Content outline:
      I. Analysis of Social Justice Concepts
          A. Ways of defining the Concept
          B. Identifying the Relevant Issues

      II. Disciplinary Perspectives on Social Justice, such as
          A. Philosophical
          B. Feminist
          C. Religious
          D. Sociological
          E. Political
          F. Ecological

      III. Engaging Social and Environmental Justice Issues
          A. Poverty
          B. Equality of Opportunity
          C. Sustainability
          D. Other community-based problems

      3.3   Student expectations and requirements:
- Students will demonstrate their understanding of the positions and arguments of representative authors, in take-home and/or proctored exams.
- Students will produce regular analytical and reflective posts in discussions.
- Students will complete one or more research papers in which they demonstrate a mastery of the material and in which they apply their theoretical knowledge to real world problems.

      3.4   **Tentative texts and course materials:** Readings may include such works as:

      Cone, James. *God of the Oppressed*. New York: The Seabury Press, 1975.
      Day, Dorothy. *The Long Loneliness*. New York: HarperOne, 1996.
      Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*. New York: Holt, 2008.
      Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 2000.
      Fischer, Louis (Ed.). *The Essential Gandhi*, New York: Vintage Books, 1983.
      King, Jr., Martin Luther. *A Testament of Hope: The Essential Writings of Martin Luther King, Jr.*, ed. James M. Washington. NY: Harper & Row, 1986.

Kozol, Jonathan. *Savage Inequalities: Children in America's Schools*. New York: Harper Perennial, 1992.

Kymlicka, Will. *Multicultural Citizenship: A Liberal Theory of Minority Rights*. New York: Oxford University Press, 1995.

McFague, Sallie. *Life Abundant: Rethinking Theology and Economy for a Planet in Peril*. Philadelphia: Fortress Press, 2000.

Nussbaum, Martha. *Upheavals of Thought: The Intelligence of Emotions.* New York: Cambridge University Press, 2003.

Okin, Susan. *Justice, Gender, and the Family*. NY: BasicBooks, 1989.

Rawls, John. *A Theory of Justice* (revised). Cambridge, MA: Harvard UP, 1999.

Rifkin, Jeremy. *The Empathic Civilization: The Race to Global Consciousness in a World in Crisis*. New York: Penguin, 2009.

Ruether, Rosemary Radford. *Sexism and God-Talk*. Boston: Beacon Press, 1993.

Sachs, Jeffrey D. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin, 2006.

Schmidtz, David and Robert E. Goodin. *Social Welfare and Individual Responsibility*. New York: Cambridge University Press, 1998.

Tillich, Paul. *Love, Power, and Justice.* NY: Oxford University Press, 1954.

4. **Resources:**
   4.1   Library resources: Sufficient.
   4.2   Computer resources: Sufficient.

5. **Budget implications:**
   5.1   Proposed method of staffing: Current WKU graduate 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:**

   University College Curriculum Committee   1/10/11
   Graduate Council   February 10, 2011

   University Senate   _____

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

Institute for Citizenship & Social Responsibility
University College
Proposal to Create a New Course
(Action Item)

Dr. Molly Kerby, molly.kerby@wku.edu, x56952
Dr. Jane Olmsted, jane.olmsted@wku.edu x53221

1. **Identification of proposed course:**

   1.1 **Prefix and number**: ICSR 520
   1.2 **Title:** Community-based Research Methods
   1.3 **Abbreviated title**: COMMUNITY RESEARCH METHODS
   1.4 **Credit hours and contact hours**: 3
   1.5 **Type of course:** S (Seminar)
   1.6 **Pre-requisites:** none
   1.7 **Catalog course listing:** The study of and training in community-based participatory action research across different disciplines, focusing on shared perspectives that apply sustainable, community-based problem solving.

2. **Rationale:**

   2.1 **Reason for developing the proposed course:**
   This course is a core requirement of the M.A. degree in Social Responsibility and Sustainable Communities (SRSC). As the primary methods course, it will serve as a foundation for students' research in other courses and for their work in their communities. By providing this foundation and asking that students apply their knowledge of research methods to real world problems, ICSR 520 addresses the first QEP goal: "Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society."

   2.2 **Projected enrollment in the proposed course:**
   Since the course is both a core requirement of the SRSC master's program and designed for students in other, related interdisciplinary programs, it will draw enrollment both from this master's program and from graduate certificates in women's studies, leadership, and gerontology. Based on the enrollment of other similar graduate courses, the projected enrollment is 15-18.

   2.3 **Relationship of the proposed course to courses now offered by the department:**
   There are no other graduate courses offered in the Institute for Civic & Social Responsibility (ICSR).

   2.4 **Relationship of the proposed course to courses offered in other departments:**
   EDFN 500: Research Methods offered at the graduate level in the Department of Education Administration, Leadership, and Research is similar to the proposed course. However, it is a traditional survey of quantitative and qualitative research methods and does not specifically focus on social responsibility and sustainable communities. TCHL 520 Action Research (School of Teacher Education) shares some of the goals for participatory research, but the focus is on educational settings and designed for students seeking teacher certification. This course is intended to provide a strong community-based research foundation for students enrolled in the Social Responsibility & Sustainable Communities master's program. The course also draws on interdisciplinary research principles and functions as a pre-requisite for ICSR 540 Community-building for Sustainability.

2.5 **Relationship of the proposed course to courses offered in other institutions:**
Numerous programs, colleges, and universities offer interdisciplinary courses in community-based participatory action research methods including the following:

Community Building:
- HSERV 590C: Community-Based Participatory Research: Theories, Principles, Methods, and Applications (University of Washington School of Public Health and Community Medicine)
- HBHE 810: Community-Based Participatory Research (University of Michigan School of Public Health)
- PS 428: Community-Based Research Seminar (Temple University); Community-Based Research (University of Denver College of Education)
- SOCL 595-1: Community-Based Research (University of Michigan - taught by faculty in Social Work and Urban Planning, Sociology, Psychology and Health Behavior and Health Education)

Social Justice/Action
- EPID 278: Community-Driven Epidemiology and Environmental Justice (University of North Carolina)
- NURS 561Conducting Research with Diverse Populations (University of Washington School of Nursing)
- SOCWL 590A: Critical Methodology and Participatory Action Research (University of Washington School of Social Work)
- SOCL 510: Engaged Methodologies (Loyola University Chicago);
- LDSP 390: Participatory Action Research (University of Richmond)
- 57.522: Research Ethics in Research with Underserved Groups (University of Massachusetts-Lowell)
- ESS 591: Introduction to Community Research and Action (Arizona State University)

3. **Discussion of proposed course:**

3.1 **Course objectives:**
Students will:
- engage in research and scholarship that are responsive to community needs;
- build the necessary skills and support for community-based participatory work for sustainable change;
- engage in scholarly exchange with students from different disciplines on community issues;
- develop an ecological and empirical understanding of complex community issues, their causes, and potential solutions;
- develop, depending on interest, a position on their own pedagogical goals for teaching research to students.

3.2 **Content outline:**
The course will be organized around themes central to the conceptualization and practice of community-based participatory action research. These themes reflect contrasting and sometimes conflicting ways of thinking about scholarship, collaboration, and research methodology. The course will engage students in open dialogue across and between disciplines and explore how course themes can be translated into the creation of community responsive research. Central themes address the following questions:

- How have different methodological traditions contributed to the development of knowledge in interdisciplinary research?

- What are recognized approaches to community-based participatory action research?
- How does community-based participatory action research differ from other approaches in defining problems, gathering information, and applying results?
- How do scholars, organizations, and communities collaborate in the process of knowledge development?
- How can community-based participatory research attend to power differentials that are barriers to positive community change?
- How can community-based participatory research be an empowering process for scholars and communities?

Specifically, the outline would engage these themes as follows, based on student interests:
I. Review the origins and principles of community-based research;
II. Explore the benefits and practices of sustainable community partnerships;
III. Examine the methodological principles of community-based research;
IV. Investigate the role of power in the community-based research process;
V. Explore various research methods conducive to community-based research;
VI. Discuss issues of quality and rigor in community-based research;
VII. Analyze case studies focused on community-based research;
VIII. Design and propose an ecologically valid community-based research project that will subsequently be conducted as part of their graduate work.

3.3   Student expectations and requirements:
Regular and active participation will be expected. Assignments may include reflection and position papers and substantial term projects that apply planning, action, observation, evaluation, and reflection on community-based problem-solving.

3.4   Tentative texts and course materials:
Readings may include such works as:

Deegan, M. J. (1998). W.E.B. Du Bois and the women of the Hull-House, 1895-1899. *American Sociologist*, 19 (4), 301-10.

Feagin, J. R. (2001). Social justice and sociology: Agendas for the twenty-first century, *American Sociological Review.* Volume 66 (1).

Freire, P. (1970), *Pedagogy of the Oppressed.* N.Y.: Seabury Press.

Kretzmann, J. P., & McKnight, J. L. (1993*). Introduction: Building communities from the inside out: A path toward finding and mobilizing a community's assets*, Evanston, IL: Institute for Policy Research, 1-11.

Liebow, Elliot (1993). *A soft beginning: Preface from tell them who I am: The Lives of Homeless Women.* N.Y.: Penguin, 1993.

Living Knowledge: Journal of Community Based Research, (No 0), January 2001. http://www.bio.uu.nl/living-knowledge/ (downloadable pdf file)

Minkler, M. (2004). Ethical challenges for the outside researcher in community-based participatory research. *Health Education & Behavior*, 31 (6), 684-97.

Reason, P. & Bradbury, H. (2007). The SAGE handbook of action research: Participative inquiry and practice. UK: London: Sage.

Repko, Allen F. 2008. Interdisciplinary Research: Process and Theory. Los Angeles: Sage Publications.

Stoecker, R. (January 2001). *A Community-Based Research: The Next New Thing. Report to Campus Compact and the Bonner Foundation.*

Whyte, W. F. (ed.). (1991). *Participatory Action Research.* Thousand Oaks, CA: Sage.

4.   Resources:

4.1   Library resources: Sufficient

      4.2   **Computer resources:** Sufficient

5.   **Budget implications:**

      5.1   **Proposed method of staffing:** Current WKU graduate faculty.

      5.2   **Special equipment needed:** None needed

      5.3   **Expendable materials needed:** None needed.

      5.4   **Laboratory materials needed:** None needed.

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

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

University College Curriculum Committee   1/10/11

Graduate Council   February 10, 2011

University Senate   _____

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

Institute for Citizenship & Social Responsibility
University College
Proposal to Create a New Course
(Action Item)

Dr. Jane Olmsted   (270) 745-5787   jane.olmsted@wku.edu
Dr. Molly Kerby (270) 745-6952 molly.kerby@wku.edu

1. **Identification of proposed course:**

    1.1 Prefix and number: ICSR 540
    1.2 Title: Community-Building for Sustainability
    1.3 Abbreviated title: COMMUNITY-BLDG SUSTAINABILITY
    1.4 Credit hours and contact hours: 3
    1.5 Type of course: P (Practicum)
    1.6 Pre-requisites: ICSR 510, ICSR 520
    1.7 Catalog course listing: Direct participation and research in a topic related to sustainable community-building.

2. **Rationale:**

    2.1 Reason for developing the proposed course:
    This course is a core requirement of the M.A. degree in Social Responsibility and Sustainable Communities (SRSC). While other courses have experiential components, this course provides the opportunities and guidelines for extended experiential learning. By providing this emphasis, the SRSC Master's is ensuring that the first QEP goal is met: "Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society." Additionally, the course provides a vigorous learning experience that will help the master's program also meet the third QEP goal: "Students will demonstrate awareness of their opportunities as responsible citizens living and working in a global society."

    2.2 Projected enrollment in the proposed course:
    Since the course is both a core requirement of the SRSC master's program and designed for students in other, related interdisciplinary programs, it will draw enrollment both from the master's program and from graduate certificates in women's studies, leadership, and gerontology. Based on the enrollment of other similar graduate courses, the projected enrollment is 15-18.

    2.3 Relationship of the proposed course to courses now offered by the department:
    There are no other graduate courses offered in the Institute for Civic & Social Responsibility (ICSR).

    2.4 Relationship of the proposed course to courses offered in other departments:
    Many programs require students to engage in some form of experiential learning, such as internships or practicums.

    2.5 Relationship of the proposed course to courses offered in other institutions:
    Numerous programs, colleges, and universities offer experiential learning, service learning, and service abroad courses at the graduate level:

    - Loyola's Center for Experiential Learning (Loyola University Chicago)
    - International Experiential Learning Program-MBA Students (University of Southern California Marshall)

- Graduate Service Learning & Civic Engagement (Simmons College, Boston)
- Service Learning and Community Learning for Statistics (UCLA)
- Ginsberg Center – Graduate Service Learning (University of Michigan)
- Project-based Service Learning in Instructional Technology (Georgia Southern)
- Service-learning Graduate Certificate (Portland State University)

3. Discussion of proposed course:

3.1   Course objectives:
Students will:
- synthesize their learning from ICSR 520 with an extended experience tested in a "real-life" setting;
- complete an original action research project that deepens knowledge of and ability to recognize problems and possible solutions;
- produce a written document integrating theoretical knowledge with praxis;
- participate in structured reflections with instructors and other students engaged in different projects, with cross-critiquing progress based on Kolb's Cycle of Experiential Learning (Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation);
- engage in problem-solving with their communities, explore career possibilities, and understand issues involved in working with community organizations as partners.

3.2   Content outline:
Students have the option of choosing a domestic or an international site for this course. Students will be expected to be on-site a majority of the semester, maintaining records for activities, schedules, problems, and meetings with supervisors; to prepare a reading list related to their topic, and to provide evidence of reading and applying the material to course activities; to participate in problem-solving and information-sharing discussions with peers; and to prepare a final report that integrates theoretical concepts with an analysis of their role in developing and implementing their experiential learning project. Additional hours working in groups in order to prepare for and reflect upon will also be expected.

Specific course content will vary according to the setting, but will include such elements as:
- Introduction to the issues, location, challenges
- Discussion with others about readings, problems, new learning, applying methodology to specific applications
- Time for closing presentations on learning and outcomes

3.3   Student expectations and requirements:
The following expectations are likely:
- Contractual fulfillment with site host;
- Development of a reading list relevant to the topic and application of the material;
- Regular and active participation in discussions about readings, problems, new learning;
- Closing presentations on learning and outcomes;
- A final portfolio.

3.4   Tentative texts and course materials:
Jacoby and Associates. *Building Partnerships for Service-Learning*. Hoboken, NJ: Jossey Bass, 2003.
Maurrasse, David. *A Future for Everyone: Innovative Social Responsibility and Community Partnerships.* NY: Routledge, 2004.
Noddings, Nel. *Educating Citizens for Global Awareness*. Florence, KY: Routledge, 2005.

Baker, Ann, Patricia Jensen, and David Kolb. *Conversational Learning: Experiential Approach to Knowledge Creation*. Westport, CT: Quorum Books, 2002.

David Redlawsk, Tom Rice, and Kay Barnes. *Civic Service: Service-Learning with State and Local Government Partners*. Hoboken, NJ: Jossey Boss, 2009.

4.   Resources:

   4.1   Library resources: Sufficient

   4.2   Computer resources: Sufficient

5.   Budget implications:

   5.1   Proposed method of staffing: Current WKU graduate faculty.

   5.2   Special equipment needed: None needed

   5.3   Expendable materials needed: None needed.

   5.4   **Laboratory materials needed:** None needed.

   6.   Proposed term for implementation: Fall 2011.

7.   Dates of prior committee approvals:

   University College Curriculum Committee   1/10/11

   Graduate Council   February 10, 2011

   University Senate   _____

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

Institute for Citizenship & Social Responsibility
University College
Proposal to Create a New Course
(Action Item)

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 5-5787

1. Identification of proposed course:
   1.1   Course prefix (subject area) and number: ICSR 590
   1.2   Course title: Sustainability Symposium
   1.3   Abbreviated course title: Sustainability Symposium
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: A
   1.6   Prerequisites: ICSR 510, ICSR 520, ICSR 540, ECON 530, LEAD 500
   1.7   Course catalog listing: Culminating residency requirement for students seeking the Master's in Social Responsibility & Sustainable Communities. Includes group site evaluations and concluding symposium.

2. Rationale:
   2.1   Reason for developing the proposed course:
   This course is a core requirement of the M.A. degree in Social Responsibility and Sustainable Communities (SRSC) and will serve as the culmination for all other courses. By providing this concluding experience and expecting that students demonstrate their ability to synthesize knowledge, ICSR 590 addresses the first QEP goal: "Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society." Additionally, the course provides a vigorous learning experience that will help the master's program also meet the third QEP goal: "Students will demonstrate awareness of their opportunities as responsible citizens living and working in a global society." Since SRSC is a primarily online program, ICSR 590 is the one opportunity the students have 1) to meet their professors and each other, 2) to share a collective experience of exploring a new place in ways grounded in the principles of sustainable community development, 3) to present their research in a public symposium on WKU's campus, and 4) to receive a final, rigorous analysis of their work in the program.

   2.2   Projected enrollment in the proposed course:
   Since the course functions as the final course in the Social Responsibilities and Sustainable Communities master's program, all students seeking that degree will be required to take it. Based on the anticipated enrollment of other core courses, the projected enrollment is 15-18.

   2.3   Relationship of the proposed course to courses now offered by the department:
   There are no other graduate courses offered in the Institute for Civic & Social Responsibility (ICSR).

   2.4   Relationship of the proposed course to courses offered in other departments: FLK 560 and FLK 570 employ observation methods similar to those described here.

   2.5   Relationship of the proposed course to courses offered in other institutions: Most master's programs include a culminating experience of some sort—whether it is a thesis, internship, or "capstone" experience requiring synthesis of learning. This course is uniquely designed for this particular program, as it includes both site visits here in Kentucky and a concluding symposium.

3. Discussion of proposed course:

   3.1   **Course objectives:** In this course students in the SRSC Master's, individually and collectively, will:

- apply training and knowledge from other core courses in understanding selected Kentucky community issues;
- conduct a needs assessment and literature review of the communities and/or the issues relevant to the communities that the group will visit;
- engage in an intensive experiential learning opportunity, based on the National Collegiate Honors Council's "City as Text,"; they will have visited representative sites, talking with community members engaged in work relevant to the objectives of the SRSC master's degree;
- present their SRSC research in a closing on-campus conference (opportunity to reflect on Kentucky residency will also be incorporated);
- engage in cross-critique with other students and faculty who are presenting on issues of social responsibility at closing conference;

3.2   Content outline

The timeframe is as follows: Part I, while up to the discretion of the instructor, will likely be approximately 4-8 weeks prior to the on-site remainder of the course. Parts II-III approximately one to two weeks.

Part I: Preparation for Symposium: readings and writing; example topics include:
  a. Kentucky or regional rural communities in peril
  b. Understanding Kentucky and/or the region as a place of contradictions: wealth/poverty; environmental degradation/natural habitats; traditional ways of being/modernism (Shakers, Mennonites); diversity and globalism—the relation of Kentucky to the world
  c. Community action (Kentuckians for the Commonwealth, etc.)
  d. Rural vs. Urban Community-building

Part II: Kentucky Residency
  a. One-two-week residency: student will have their first opportunity to meet each other and their professors in person. After an orientation in Bowling Green, they will travel to 2 sites in the region (generally Kentucky or nearby).
  b. Possible sites: opportunity to meet community leaders and to talk with community members in areas of interest: women's & gender studies, gerontology, and sustainability. Examples include:
      i. Farmers Market farmers, who run "green" farms in the area
      ii. Green restaurant and other business entrepreneurs
      iii. Appalshop, Kentuckians for the Commonwealth in Whitesburg, where they can also visit mountaintop removal sites
      iv. Western Kentucky mining sites, and/or Mammoth Cave
      v. Hope Harbor or BRASS (Sexual Trauma / Battered Women's Shelters)
      vi. Gerontology sites

Part III: The closing Sustainability Symposium will conclude the week-long site visit: 1- to 2-day conference on the topic of social responsibility and community development, with opportunity to share with WKU, the broader Bowling Green community stake-holders, and visitors from the region.
  a. Students will present their research—this would include thesis work, if they write a thesis; if not, they will discuss learning and present research done in other SRSC courses. The point is to present their research and learning in a broader community of interested parties.
  b. Students will attend other sessions, at which peers and faculty present their work.
  c. Students will discuss experiences from the Kentucky site visits, including drawing connections with previous coursework.

3.3 **Student expectations and requirements:**

- Students will conduct a literature review of selected communities and/or issues related to those communities prior to coming to Kentucky;
- Students will travel to selected Kentucky (or other nearby) sites and will engage in the "Place as Text" methodology of the National Collegiate Honors Council, which consists of 4 basic steps: mapping, observing, listening, and reflecting. (While this methodology is typically used in undergraduate courses, the NCHC also employs it with faculty across the country; it is flexible enough to use at any educational level.)
- Students will share reflections in group discussions and at the closing conference;
- At the closing symposium, students will present their research findings and reflections on their service learning, internships, or site visits, and respond to cross-critique questions.

3.4 **Tentative texts and course materials—texts will vary according to site visits:**
Berry, Wendell. *Citizenship Papers.* Berkeley, CA: Counterpoint, 2004.
---. Sex, Economy, Freedom & Community. NY: Pantheon, 1994.
---. The Way of Ignorance (2004 edition). Berkeley, CA: Counterpoint, 2006.
Billings, Dwight, Gurney Norman, and Katherine Ledford, Eds. *Backtalk from Appalachia: Confronting Stereotypes.* UP Kentucky, 2000.
Brown, Jennie. *Blue Moon Rising: Women in Transition.* Nashville: Turner Publ. Co., 2001.
Guillerman, Michael. *Face Boss: The Memoir of a Western Kentucky Coal Miner.* Knoxville, TN: UTP, 2009.
Harkins, Anthony. *Hillbilly: A Cultural History of an American Icon.* Oxford UP, 2005.
Mason, Bobbie Ann. *Clear Springs: A Family Story.* NY: Harper Perennial, 2000.
Murray, Robert & Roger Buckner. *Trapped: The Story of Floyd Collins.* Lexington, KY: UPK, 1982.
Wolfe, Charles. *Kentucky Country.* Lexington, KY: UPK, 2009.

4. **Resources:**
4.1   Library resources: Sufficient
4.2   Computer resources: Sufficient

5. **Budget implications:** See Program Proposal, Item #5. As a DELO cohort group, costs will be covered in the program's budget.
5.1   Proposed method of staffing: Current WKU graduate faculty.
5.2   Special equipment needed: Vans for travel to sites
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:**

University College Curriculum Committee   1/10/11

Graduate Council   February 10, 2011

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

Institute for Citizenship & Social Responsibility
University College
Proposal to Create a New Course
(Action Item)

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, x55787

1.   Identification of proposed course:
         1.1   Course prefix (subject area) and number: ICSR 599
         1.2   Course title: Thesis Research/Writing
         1.3   Abbreviated course title: THESIS RESEARCH/WRITING
         1.4   Credit hours and contact hours: 1-6
         1.5   Type of course: R
         1.6   Prerequisites/corequisites: ICSR 520 and 21 earned hours in the program.
         1.7   Course catalog listing: 1-6 hours for students pursuing the thesis option of the Master's in
                  Social Responsibility & Sustainable Communities. Course is repeatable five times for a
                  total of six hours.

2.   Rationale:
         2.1   Reason for developing the proposed course: This course provides thesis hours for
                  students completing the M.A. degree in Social Responsibility and Sustainable
                  Communities.
         2.2   Projected enrollment in the proposed course: 1-5.
         2.3   Relationship of the proposed course to courses now offered by the department: None.
         2.4   Relationship of the proposed course to courses offered in other departments: Most
                  master's programs offer a thesis option.
         2.5   Relationship of the proposed course to courses offered in other institutions: Most
                  master's programs offer a thesis option.

3.   Discussion of proposed course:
         3.1   Course objectives:
                  By the end of this course, students will have
                  • participated in a rigorous research project;
                  • gained experience writing a thesis.

         3.2   Content outline: N/A
         3.3   Student expectations and requirements: Students are required to write a thesis on a topic
                  related to social responsibility and sustainable communities. Length will vary according to
                  purpose.
         3.4   Tentative texts and course materials: N/A

4.   Resources:
         4.1   Library resources: Sufficient.
         4.2   Computer resources: Sufficient.

5.   Budget implications:
         5.1   Proposed method of staffing: Current WKU graduate 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:

University College Curriculum Committee   1/10/11

Graduate Council   February 10, 2011

University Senate   _____

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

Institute for Citizenship & Social Responsibility
University College
Proposal to Create a New Course
(Action Item)

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, x55787

1.   Identification of proposed course:
        1.1   Course prefix (subject area) and number: ICSR 600
        1.2   Course title: Maintaining Matriculation
        1.3   Abbreviated course title: MAINTAINING MATRICULATION
        1.4   Credit hours and contact hours: 1-6
        1.5   Type of course: M
        1.6   Prerequisites/corequisites: Permission of instructor.
        1.7   Course catalog listing: 1-6 hours for students needing to maintain matriculation. Course is repeatable.

2.   Rationale:
        2.1   Reason for developing the proposed course: This course provides a means for students to maintain matriculation in the M.A. degree in Social Responsibility and Sustainable Communities.
        2.2   Projected enrollment in the proposed course: 1-5.
        2.3   Relationship of the proposed course to courses now offered by the department: None.
        2.4   Relationship of the proposed course to courses offered in other departments: Master's programs offering a thesis option also offer a means of maintaining matriculation.
        2.5   Relationship of the proposed course to courses offered in other institutions: Most master's programs offer a thesis option, which necessitates a means for students to maintain matriculation.

3.   Discussion of proposed course:
        3.1   Course objectives:
                By the end of this course, students will have maintained matriculation.

        3.2   Content outline: N/A
        3.3   Student expectations and requirements: maintaining matriculation.
        3.4   Tentative texts and course materials: N/A

4.   Resources:
        4.1   Library resources: Sufficient.
        4.2   Computer resources: Sufficient.

5.   Budget implications:
        5.1   Proposed method of staffing: Current WKU graduate 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:

        University College Curriculum Committee   1/10/11

Graduate Council   February 10, 2011

University Senate   _____

Attachment: Course Inventory Form

Information Item

MEMO TO: Curriculum Committees

FROM: Retta E. Poe, CEBS Associate Dean for Academic Programs

DATE: 11/15/10

SUBJECT: Clarification of codes for the Director of Special Education certification programs

Please note the following changes regarding the concentration codes for Director of Special Education:
- The PDS code should be deleted wherever it appears, as it is no longer used by Kentucky's Education Professional Standards Board. The PDS code was replaced several years ago by KDS1 and KDS2.
- The KDS1 and KDS2 concentration codes for Director of Special Education should be deleted from reference code #121 (Planned 6th year/Rank I in Educational Administration) in the Dept. of Educational Administration, Leadership, and Research, and added to reference code #0426 (Planned 6th year/Rank I - Director of Special Education) in the School of Teacher Education.
- The KDS1 and KDS2 concentration codes for Director of Special Education should be deleted from reference code #131 (certification-only in educational administration) in the Dept. of Educational Administration, Leadership, and Research, and added to reference code #132 (certification-only in teacher education) in the School of Teacher Education.

These changes, which represent an updating of the certification codes used by the Education Professional
Standards Board, are being made so that the proper certification codes are located administratively in the academic unit that offers the programs.

CEBS Curriculum Committee   _____12-07-10_____

Professional Education Council   _____12-08-10_____

Graduate Council   February 10, 2011

University Senate   _____

Information Item

MEMO TO: Curriculum Committees

FROM: Retta E. Poe, CEBS Associate Dean for Academic Programs

DATE: 11/22/10

SUBJECT: Clarification of certification codes for school counseling graduate programs

The following teacher certification codes should be attached to the Planned 6th Year/Rank I program in School Guidance, #048:
- KGCS – Standard Guidance P-12
- KE37 – Gifted Education endorsement
- IIA – Individual Intellectual Assessment endorsement

It was recently determined that while the first two codes are already attached to program #048, the third one, for Individual Intellectual Assessment, is not, even though students in the 048 program sometimes seek and receive recommendations for the IIA endorsement. This memo is intended to clarify that the IIA certification code should be attached to the Planned 6th Year/Rank I program in Guidance.

CEBS Curriculum Committee   _____12-07-10_____

Professional Education Council   _____12-08-10_____

Graduate Council   February 10, 2011

University Senate   _____

Institute for Citizenship & Social Responsibility
University College
Proposal to Create a New Major Program
(Action Item)

Contact Person: Dr. Jane Olmsted, jane.olmsted@wku.edu, 745.5787

1.   Identification of program:
      1.1   Program title: Social Responsibility and Sustainable Communities
      1.2   Degree: Master of Arts
      1.3   Classification of Instructional Program Code (CIP): 44.0201
      1.4   Required hours in proposed major program: 33
      1.5   **Special information:** This primarily online interdisciplinary program will be administered out of the University College.
      1.6   **Program admission requirements:** Admissions will be based on prior academic performance, a written Statement of Purpose, a resume, and two letters of recommendation.
      1.7   Catalog description: The Master of Arts in Social Responsibility & Sustainable Communities is an interdisciplinary program of study that provides students with the tools to lead communities toward social justice and sustainability. It is designed especially for students inclined toward the humanities, social sciences, and related fields. Students take a core set of courses that provide interdisciplinary grounding in social justice and sustainability, economic and policy issues, leadership issues, community-building, and community-based research. Students may focus their elective courses on environmental sustainability, women's & gender studies, intergenerational studies, or other issues—depending on their interests, on availability of courses, and in consultation with their advisor. Students in the MA in Social Responsibility & Sustainable Communities will cultivate the skills and knowledge necessary to be economic, political, and social change agents for more just and sustainable communities.

            Objectives: Through this MA program, students will be able to
- examine a range of disciplinary perspectives on social justice;
- analyze the interrelationships of issues and interlocking systems associated with social organization and community development;
- examine the practical and theoretical principles of sustainability and how to apply them to diverse situations and communities throughout the world;
- analyze the power relationships (gender, race, age, class) that historically surround social justice and how these may be changed or augmented to increase social equality and equity; and
- apply the principles of community organizing and be able to effectively utilize them in a variety of communities.

            Admissions will be based on prior academic performance, a written Statement of Purpose, a resume, and two letters of recommendation.

2.   Rationale:
      2.1   Reason for developing the proposed major program: Given the increasing inter-connectedness of the world, it is incumbent upon WKU to provide a foundation for students to learn the importance of and challenges and possibilities for creating a globally sustainable world. Furthermore, the Quality Enhancement Plan emphasizes curriculum that helps prepare students to be life-long learners; this program contributes to other efforts across campus to address international and local sustainability issues. As Dr. Ransdell stated: "Western has a long tradition of providing experiential and context-based learning experiences for our students. We believe that the more students are actively

engaged in and by a broad educational experience, the richer their learning will be and the greater their potential to contribute to society in positive ways" (*QEP* Introduction). He further stated, in reference to the inclusion of sustainability in the university's revised strategic plan, that "We will emphasize personal responsibility, and lead by example, making significant changes in the way we build, operate, and teach. WKU seeks to be known as a leader in sustainability while ensuring a safe and comfortable present and future for our students." In January 2010 the Board of Regents approved a Resolution for Education for Sustainability at WKU as part of its strategic planning guide.

Specifically, this program will help graduate students with a range of disciplinary training to achieve the first QEP goal of "demonstrating their capacity to apply knowledge and training to address relevant concerns in community or society."

The program understands sustainable development to mean "meeting the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland). Therefore, the second QEP goal is also an important outcome of this program: "Students will demonstrate respect for diversity of peoples, ideas and cultures." The importance of integrating sustainability into the curriculum is evident in the efforts on this campus, in the Center for Environmental Education & Sustainability, and in the efforts of universities around the country and the world. As Stephen Sterling writes, "Sustainability is not just another issue to be added to an overcrowded curriculum, but a gateway to a different view of curriculum, of pedagogy, of organizational change, of policy and particularly of ethos. At the same time, the effect of patterns of unsustainability on our current and future prospects is so pressing that the response of higher education should not be predicated only on the integration of sustainability onto higher education, because this invites a limited, adaptive response…We need to see the relationship the other way around – that is, the necessary transformation of higher education towards the integrative and more whole state implied by a systemic view of sustainability in education and society" (50). This Master's program, then, is one step toward an integrative and system view of sustainability.

In addition to such over-arching concerns, another reason for developing this program is the desire to provide WKU students who are currently able to earn a certificate in such areas as women's studies, leadership studies, and gerontology a means to earn a full Master's degree. This interdisciplinary degree will provide the opportunity for students earning relevant graduate certificates to expand their graduate-level credentials. In a 2009 study conducted by EduVentures (coordinated through DELO), respondents (at the director level of social justice and community development agencies in Kentucky) spoke of the importance of developing a "consciousness" about social responsibility and the ability to "think critically about issues, how they relate to their organization and others, . . . and to apply a broad world view to their assessment." The interdisciplinary nature of this program, as well as its emphasis on theoretical and practical knowledge, help to ensure that these students will hone their abilities to "think critically" and to "apply a broad world view" to the subject of sustainability and community development.

The observation of one of the participants that "The proposed program should be comprehensive and focus on the interdependence, interrelationships and the systems behind social responsibility and sustainability" is an overall goal of the program as well as a specific objective of ICSR 510 Perspectives on Social Justice.

An additional note regarding the proposed delivery model (primarily online): The reason for offering this primarily online is to make the degree more broadly available to the Commonwealth and beyond. This program, by addressing the importance of communities, supports WKU's QEP goals and will help us keep our commitment to stewardship of our communities—those at hand as well as the ones we interact with afar.

2.2 **Projected enrollment in the proposed major program:** 15-18, based on current enrollment in Women's Studies, Gerontology, and Leadership.

2.3 **Relationship of the proposed major program to other programs now offered by the department:** The SRSC Master's program is offered through the Institute for Citizenship & Social Responsibility and provides undergraduates in the Institute a direct path to graduate work in a related interdisciplinary program.

2.4 **Relationship of the proposed major program to other university programs:** The SRSC Master's program shares a mission to "advance education for a sustainable future" with the Center for Environmental Education & Sustainability (CEES), which "builds upon existing relationships to create new networks [and] education programs," such as the Environmental Education Endorsement for persons interested in environmental education. Development of this Master's program has been in consultation with the CEES. Additional relationships of the SRSC Master's program are curricular: courses taught in other discipline-based programs can be used to satisfy the elective requirements. Given that the proposed electives draw from a range of master's programs (e.g., geography, social work, and sociology), this program shares some goals with them, but does not do the specific discipline-based work that characterizes any of our traditional master's programs. Rather, this program offers a broad understanding of the inter-connecting themes and issues arising from examination of social responsibility and sustainable communities, and the skills to engage in positive social change.

2.5 **Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):**
- The University of Louisville's (U of L) Anne Braden Institute is "designed to bridge the gap between academic research and social activism." This is not a degree-granting program, but rather one that hosts events and works with the communities in University of Louisville's service area.
- U of L also offers an M.S. in Social Work and an M.A. in women's and gender studies, both of which address some of the concerns of the proposed program.
- U of L's Ph.D. in Education includes social justice and equity as one of its areas of concentration.
- University of Kentucky offers graduate programs in social work and criminal justice include coursework in social justice.
- Northern Kentucky offers a Master of Integrative Studies program designed for K-12 teachers that includes a range of disciplines focusing on public engagement, community leadership, or social justice.

Arizona State's Social Justice and Human Rights and their new M.A. in Sustainability programs and Loyola's Social Justice master's are more similar than anything offered by benchmark institutions. CPE benchmark institutions—Ball State, East Carolina, East Tennessee, Eastern Michigan, Indiana State, and Marshall—offer master's programs much like those referred to above, where social justice is one topic among others that are addressed. None of the programs has the focus on community-based research that this program does. The University of North Carolina (Greensboro) offers a certificate in conflict resolution.

2.6 **Relationship of the proposed major program to the university mission and objectives:** The Master of Arts in Social Responsibility & Sustainable Communities is consistent with the University's mission to prepare students to be "productive, engaged leaders in a global society." This program seeks to address and support WKU's strategic goals to "Increase Student Learning" by providing formal class training, as well as an experiential component, so that students may be prepared to take an active role in leading communities toward social justice and sustainability. The program's focus on community action helps to address the QEP outcome for students to demonstrate

awareness of their opportunities as responsible citizens living and working in a global society.

3. **Objectives of the proposed major program:**
    Through this MA program, students will be able to
    - explore the ethical and political foundations of social justice;
    - critically analyze the interdisciplinary issues associated with social organization and community development;
    - examine the practical and theoretical principles of sustainability and how to apply them to diverse situations and communities throughout the world;
    - analyze the power relationships (gender, race, age, class) that historically surround social justice and how these may be changed or augmented to increase social equality and equity; and
    - apply the principles of community organizing and be able to effectively utilize them in a variety of communities.

4. **Program description:**
    4.1   Curriculum: The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, and including the thesis option, for a total of 33 hours; students are required to be in attendance during the campus-based ICSR 590 Sustainability Symposium.

    Required Core Courses (18 hours):
    ICSR 510 Perspectives on Social Justice
    ICSR 520 Community-Based Research
    ECON 530 Economic Policy
    ICSR 540 Community-Building for Sustainability
    LEAD 500 Effective Leadership Studies
    ICSR 590 Sustainability Symposium

    & Ethical Issues in Technology Students may choose to write a thesis for six hours of credit (ICSR 599), or to complete six hours additional electives for a non-thesis option.

    Elective Courses (15 hours for non-thesis option, 9 hours for thesis option).
    Limit of no more than 12 hours of courses in any one discipline
    Other courses with permission of program director may be eligible as electives:

    AMS 630 Legal
    BA 510 Advanced Organizational Behavior
    GEOS 587 Environmental Law, Regulations and Policy
    GEOG 474G Environmental Planning
    GERO 501 Perspectives in Aging
    GERO 502 Policy Foundations of Aging Services
    GERO 503 Development & Change of Aging Programs
    GERO 504 Current Issues in Aging
    GERO 511 Global Aging
    HIST 505 Cultural Diversity in American History
    HIST 530 American Civil Rights Movement
    LEAD 525 Leadership Ethics
    PH 584 Principles of Environmental Health
    SOCL 525 Survey of Criminal Justice Studies
    SOCL 534 Neighborhoods and Crime
    SOCL 546 Gender, Crime and Justice
    SOCL 548 Race, Class, and Crime
    SOCL 572 Environmental Criminology
    SWRK 530 Foundations of Social Welfare Policy

SWRK 630 Advanced Rural Welfare Policy
WOMN 545 Feminist Knowledge & Social Change
WOMN 535 Roots of Feminism
WOMN 555 Global & Multicultural Perspectives on Women
WOMN 575 Justice, Gender, and Sustainability
WOMN 625 Women & Leadership

4.2 **Accreditation, certification, approval, and/or licensure:** none
4.3 **Program delivery:** primarily online

5. **Resources:**
Budget implications: Financial and administrative support for the program will be provided by DELO. The master's degree opportunity will be offered as a cohort program. The program will create opportunities for collaboration with faculty across the university who have expertise and interest in teaching core courses or electives. DELO will also subsidize costs related to curriculum and oversight by a program director.

5.1 **Faculty:** Current WKU graduate faculty.
5.2 **Technological and electronic informational resources (e.g., databases, e-journals):** Sufficient.
5.3 **Facilities and equipment:** Sufficient.

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

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

University College Curriculum Committee	1/10/11
Contact with Designee of the Office of Academic Affairs (Sylvia Gaiko), re: CPE Posting	11/8/10
Graduate Council	February 10, 2011
University Senate	_____

Attachment: Program Inventory Form

EduVentures August 2009. "The Value of an M.A. in Social Responsibility and Sustainable Communities, Custom Research Report," prepared for Western Kentucky University at the request of WKU's Division of Extended Learning and Outreach.

Our Common Future. Brundtland Commission (World Commission on Environment and Development). England: Oxford UP, 1987.

Sterling, Stephen. "Higher Education, Sustainability, and the Role of Systemic Learning." In Corcoran, P.B. and Wals, A.E.J. (eds), *Higher Education and the Challenge of Sustainability: Problematics, Promise, and Practice.* Boston: Kluwer Academic Press, 2004. 47-70.

Memorandum
(Information Item)

TO: Graduate Council

FROM: Sponsoring Unit: Graduate Studies & Research
              Contact Person's Name: Richard Bowker
              Contact Person's Email: Richard.bowker@wku.edu
              Contact Person's Phone: 5-2446

1.   **Identification of catalog revision: Remove reference to the Computer Based TOEFL in the Graduate Catalog everywhere it appears. Wherever Computer Based TOEFL scores are listed in the catalog, they will be converted to iBT and Paper Based TOEFL scores.**

2.   **Rationale for proposed catalog revision: The Computer Based TOEFL is no longer offered.**

3.

Catalog statement of existing policy:	Catalog statement of revised policy:
International Students	**International Students**
Applicants who are not U.S. citizens must submit the following materials for admission:	Applicants who are not U.S. citizens must submit the following materials for admission:
1. Properly completed International Application for Admission and current application fee,	1. Properly completed International Application for Admission and current application fee,
2. An official transcript indicating completion of a baccalaureate degree (or the equivalent);	2. An official transcript indicating completion of a baccalaureate degree (or the equivalent);
3. GRE General Test Score if required by program or GMAT score (if seeking admission to the MBA program);	3. GRE General Test Score if required by program or GMAT score (if seeking admission to the MBA program);
4. Evidence of ability to communicate in English; (A minimum of 550 on the paper based TOEFL, <u>a minimum of 213 on the computer based TOEFL</u>, a minimum of 79 on the iBT TOEFL, or a minimum of 6.0 on the IELTS); and	4. Evidence of ability to communicate in English; (A minimum of 550 on the paper based TOEFL, a minimum of 79 on the iBT TOEFL, or a minimum of 6.0 on the IELTS); and
5. Evidence of adequate financial resources.	5. Evidence of adequate financial resources.
After the international student has submitted these application materials, evaluation is made within the department offering the degree program. ***Official transcripts sent to WKU will not be returned to the student for any reason.*** Students wishing to keep an official transcript should request two copies from the undergraduate institution.	After the international student has submitted these application materials, evaluation is made within the department offering the degree program. ***Official transcripts sent to WKU will not be returned to the student for any reason.*** Students wishing to keep an official transcript should request two copies from the undergraduate institution.
International students must participate in orientation the week prior to the beginning of the semester of admission. Students found to be deficient in English skills must take remedial course work. Health insurance must be purchased upon arrival at the University.	International students must participate in orientation the week prior to the beginning of the semester of admission. Students found to be deficient in English skills must take remedial course work. Health insurance must be purchased upon arrival at the University.

DATE OF IMPLEMENTATION: Spring 2011