REPORT TO THE UNIVERSITY SENATE

DATE: February 2013
FROM: Graduate Studies and Research

The Graduate Council submits the following items from the January 10, 2013 meeting for consideration. Items marked with an asterisks [*] are information items.

I. Title & Code Change
   *Reading and Writing Endorsement, MAE in Literacy Education, Ref. #044

II. Revise a Course Catalog Listing
   PSY 563 Statistics and Psychometric Theory
   CD 506 Dysfluency

III. Revise a Course Title
   MATH 511  Secondary Mathematics from an Advanced Perspective I
   MATH 512  Secondary Mathematics from an Advanced Perspective II

IV. Create a New Course
   CE 426G  Advanced Construction Materials
   CE 440G  Masonry Design & Construction
   CE 441G  Masonry Construction Lab
   CE 444G  Bridge Engineering
   CE 462G  Hydraulic Engineering Systems

V. Revise Course Grading System
   (ALL) 599, 699, 799 courses

VI. Revise a Program
   Master of Arts in Psychology, Ref. #092
   Specialist in Education: School Psychology, Ref. #147
   Educational Leadership (EdD), Ref.#0010
   *Instructional Leader, School Principal, All Grades Endorsement, Ref.#131
   Master of Science: Communication Disorders, Ref.#114
   Dietetic Practice Graduate Certificate, Ref.#0451
   Master of Science in Homeland Security Sciences, Ref.#413
   Master of Arts in Leadership Dynamics, Ref.#0422
   Master of Arts in Leadership Dynamics, Ref.#0422

Approved 3/05/2013

Gordon Emslie

Rec. # 2013-02-01 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST
The University Senate recommends the Graduate Council Report dated February 2013 and approved as amended in the Senate to the Provost for endorsement.
MEMO TO: Curriculum Committees
FROM: Retta E. Poe, Assistant to the Dean, CEBS
DATE: 11/14/12
SUBJECT: Title and code change for Reading and Writing endorsement for the MAE in Literacy Education, Ref. #044

Because of recent changes made at the state level, we have determined that a title and code change for the Reading and Writing endorsement are needed. Students who complete the MAE in Literacy Education (Ref. #044) may be eligible for this endorsement. Please note the following change:

**Old:** KE39 or KLS Reading and Writing (Grades P-12)

**New:** KRE Reading P-12

CEBS Curriculum Committee 12-04-2012
Professional Education Council 12-12-2012
Graduate Council 01-10-2013
University Senate
Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 54427

1. **Identification of course**
   
   1.1 Course prefix and number: PSY 563
   
   1.2 Course title: Statistics and Psychometric Theory
   
   1.3 Credit hours: 3

2. **Current catalog course listing:**
   Required of all graduate students in psychology. Introduction to psychometric theory. Emphasis on statistical techniques, construction and psychological measurement instruments.

3. **Proposed catalog course listing:**
   Introduction to psychometric theory. Emphasis on statistical techniques, construction and psychological measurement instruments.

4. **Rationale for the revision:**
   This course is no longer a requirement for all psychology graduate students.

5. **Proposed term for implementation:** Fall, 2013

6. **Dates of prior committee approvals:**
   
   Department of Psychology                  September 7, 2012
   
   CEBS Curriculum Committee                  December 4, 2012
   
   Graduate Council                           January 10, 2013
   
   University Senate
College of Health and Human Services  
Department of Communication Disorders  
Proposal to Revise Course Catalog Listing  
(Consent Item)

Contact Person: Lauren Bland, lauren.bland@wku.edu, 270-745-8860

1. Identification of course:
   1.4 Course prefix and number: CD 506
   1.5 Course title: Dysfluency
   1.6 Credit hours: 3


4. Rationale for revision of the course catalog listing: In the past, the profession typically described two types of fluency disorders: stuttering and cluttering with many different types of stuttering being described. Currently, the profession describes stuttering as its own type of dysfluency. The subtypes identified before are considered to be dysfluencies, but not necessarily stuttering. By indicating that ‘stuttering and other fluency disorders’ will be covered, when the terminology shifts the next time, we’ll be ready.

5. Proposed term for implementation: Fall 2013

6. Dates of prior committee approvals:
   Communication Disorders Department  8/22/12
   CHHS Graduate Curriculum Committee  11/19/2012
   Professional Education Council  12/12/12
   Graduate Council  01/10/2013
   University Senate

Attachment: Course Inventory Form
Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Course Title  
(Consent Item)

Contact Person: Summer Bateiha, summer.bateiha@wku.edu, 745-5491

1. Identification of course:
   1.7 Current course prefix (subject area) and number: MATH 511
   1.8 Current course title: Secondary Mathematics from an Advanced Perspective I
   1.9 Credit hours: 3

2. Proposed course title: Algebra from an Advanced Perspective

3. Proposed abbreviated course title: Algebra Advanced Perspective  
(max. of 30 characters including spaces)

4. Rationale for the revision of course title: The new title more clearly identifies the content of the course.

5. Proposed term for implementation: Summer 2013

6. Dates of prior committee approvals:
   - Department of Mathematics: 10/26/12
   - OCSE Graduate Committee: 11/16/12
   - Professional Education Council: 12/12/12
   - Graduate Council: 01/10/2013
   - University Senate:

Attachment: Course Inventory Form
Ogden College of Science and Engineering
Department of Mathematics
Proposal to Revise Course Title
(Consent Item)

Contact Person: Summer Bateiha, summer.bateiha@wku.edu, 745-5491

1. Identification of course:
   1.1 Current course prefix (subject area) and number: MATH 512
   1.2 Current course title: Secondary Mathematics from an Advanced Perspective II
   1.3 Credit hours: 3

2. Proposed course title: Geometry from an Advanced Perspective

3. Proposed abbreviated course title: Geometry Advanced Perspective
   (max. of 30 characters including spaces)

4. Rationale for the revision of course title: The new title more clearly identifies the content of the course.

5. Proposed term for implementation: Summer 2013

6. Dates of prior committee approvals:
   
   Department of Mathematics 10/26/12
   OCSE Graduate Committee 11/16/12
   Professional Education Council 12/12/12
   Graduate Council 01/10/2013
   University Senate

Attachment: Course Inventory Form
Proposal Date: 10/25/2012

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

Contact Person: Shane M. Palmquist, shane.palmquist@wku.edu, 270-745-2919

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: CE 426G
   1.2 Course title: Advanced Construction Materials
   1.3 Abbreviated course title: Adv. Construction Materials
   1.4 Credit hours and contact hours: 3.0
   1.5 Type of course: L (Lecture)
   1.6 Prerequisites: CE 370 or permission of instructor
   1.7 Course catalog listing:
      Continuation of CE 370. Topics focus on highway construction and include soil stabilization,
      bituminous materials and mixtures, general highway materials and construction of rigid and
      flexible pavements.

2. Rationale:
   2.1 Reason for developing the proposed course:
      CE 426 Advanced Construction Materials is a technical elective course for students pursuing a
      baccalaureate degree in civil engineering. This G course is being proposed for undergraduates who
      choose to take an extra course beyond the requirements of their baccalaureate degree and would
      like to transfer the course to another institution for graduate level credit consideration. Graduate
      students from other departments such as the Physics and Astronomy Department, which offers the
      master’s degree in homeland security, may want to take this course. In addition, local practicing
      engineers and professionals may want to take this course for graduate level credit. This may
      benefit them by fulfilling continuing education requirements for professional licensure as
      engineers in the state of Kentucky and/or by potentially counting towards a graduate degree.

      The proposed course will prepare students for careers in the transportation sector, specifically
      pavement design and highway construction. It provides direct support to the WKU Mission
      statement to "produce nationally and globally competitive graduates," the Engineering Department
      mission statement to "produce, as its graduates, competent engineering practitioners," and the
      Civil Engineering Program mission statement to "prepare students for professional engineering
      and management positions in all phases of civil engineering projects."

   2.2 Projected enrollment in the proposed course:
      The projected enrollment for CE 426G is approximately five to eight students. This does not
      include the number of undergraduate students that will enroll in CE 426. These two classes will
      meet at the same time and location to maximize efficiency.

   2.3 Relationship of the proposed course to courses now offered by the department:
      This course is proposed to be the “G course” to CE 426 Advance Construction Materials, which is
      currently offered by the civil engineering program once every other year. Students in CE 426G
      will be expected to complete additional problems and an extra project, which will be evaluated on
      a more rigorous basis. This course compliments the current offerings and entices students to
      consider graduate school.

   2.4 Relationship of the proposed course to courses offered in other departments:
      The Department of Engineering is the only department that will offer such a course.

   2.5 Relationship of the proposed course to courses offered in other institutions:
      Many civil engineering departments in the United States offer such a course at the graduate level,
      including: University of Kentucky (CE 534 Pavement Design, Construction and Management),
      University of Louisville (CEE 665 Pavement Design), and University of Tennessee at Knoxville
      (CE 621 Pavement Design) to name a few.
3. **Discussion of proposed course:**

3.1 **Course objectives:**
- Understanding of aggregate geology, applications, properties
- Perform aggregate tests and test methods
- Understanding of asphalt manufacturing lay down, and uses
- Design and test an asphalt mix
- Understand the structural design of an asphalt pavement

3.2 **Content outline:**
- Geology, mining, crushing and production of aggregates
- Properties, uses, and specifications of aggregates
- Manufacturing, lay down, and compaction of asphalt
- Design of asphalt mixtures and quality management
- Pavement warrants

3.3 **Student expectations and requirements:**
Students will be expected to demonstrate proficiency through design problems, examinations and quizzes, and/or applied practical projects that they would face as engineering practitioners.

3.4 **Tentative texts and course materials:**

4. **Resources:**

4.1 **Library resources:**
See Library Resources form.

4.2 **Computer resources:**
The Department of Engineering has adequate computer facilities available for students.

5. **Budget implications:**

5.1 **Proposed method of staffing:**
No budget implications since CE 426G and CE 426 will be taught concurrently by the same faculty member.

5.2 **Special equipment needed:**
None.

5.3 **Expendable materials needed:**
None.

5.4 **Laboratory materials needed:**
None.

6. **Proposed term for implementation:**
Fall 2013

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

- **Department of Engineering**
  11/13/2012
- **Ogden Graduate Curriculum Committee**
  12/14/2012
- **Graduate Council**
  01/10/2013
- **University Senate**

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Date: 10/25/2012

Proposed Course Name and Number: CE 426G Advanced Construction Materials

Current Library holdings in support of the course are:

_______ adequate  ______ inadequate*

___X___ library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:
Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative http://www.wku.edu/ucc/guidelines.html

[Signatures]
Ogden College of Science and Engineering  
Department of Engineering  
Proposal to Create a New Course  
(Proposal Date: 10/25/2012)

Proposal to Create a New Course  
(Action Item)

Contact Person:  Shane M. Palmquist, shane.palmquist@wku.edu, 270-745-2919

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number:  CE 440G
   1.2 Course title:  Masonry Design and Construction
   1.3 Abbreviated course title:  Masonry Design & Construction
   1.4 Credit hours and contact hours:  3.0
   1.5 Type of course:  L (Lecture)
   1.6 Prerequisites:  CE 370, and CE 382 or 373, or permission of instructor
   1.7 Corequisite:  CE 441G
   1.8 Course catalog listing:  
      Principles in the design and construction of masonry structures in accordance with the American 
      Concrete Institute.  Current and historical properties of brick, natural block, natural stone, mortar, 
      grout, and reinforcement.  Design and constructability of masonry columns, shear walls, and 
      unreinforced and reinforced masonry structures.

2. Rationale:
   2.1 Reason for developing the proposed course:
      Recently, CE 440 Masonry Design and Construction was created as a technical elective course for 
      students pursuing a baccalaureate degree in civil engineering.  This G course is being proposed for 
      undergraduates who choose to take an extra course beyond the requirements of their baccalaureate 
      degree and would like to transfer the course to another institution for graduate level credit 
      consideration.  Graduate students from other departments such as the Physics and Astronomy 
      Department, which offers the master’s degree in homeland security, may want to take this course. 
      In addition, local practicing engineers and professionals may want to take this course for graduate 
      level credit.  This may benefit them by fulfilling continuing education requirements for 
      professional licensure as engineers in the state of Kentucky and/or by potentially counting towards 
      a graduate degree.
      The proposed course will prepare students for masonry design and construction, which is a 
      common structural system used in civil engineering practice in the United States.  It provides 
      direct support to the WKU Mission statement to "produce nationally and globally competitive 
      graduates," the Engineering Department mission statement to "produce, as its graduates, 
      competent engineering practitioners," and the Civil Engineering Program mission statement to 
      "prepare students for professional engineering and management positions in all phases of civil 
      engineering projects."
   2.2 Projected enrollment in the proposed course:  
      The projected enrollment for CE 440G is approximately five to eight students.  This does not 
      include the number of undergraduate students that will enroll in CE 440.  These two classes will 
      meet at the same time and location to maximize efficiency.
   2.3 Relationship of the proposed course to courses now offered by the department: 
      This course is proposed to be the “G course” to CE 440 Masonry Design and Construction, which 
      is currently offered by the civil engineering program once every other year.  Students in CE 440G 
      will be expected to complete additional problems and an extra project, which will be graded on a 
      more rigorous basis.  This course compliments the current offerings and entices students to 
      consider graduate school.
   2.4 Relationship of the proposed course to courses offered in other departments: 
      The Department of Engineering is the only department that will offer such a course.
   2.5 Relationship of the proposed course to courses offered in other institutions:
Many civil engineering departments in the United States offer such a course at the graduate level, including: University of Kentucky (CE 584 Timber and Masonry Structures), University of Louisville (CEE 590 Masonry Design), and University of Tennessee at Knoxville (CE 576 Masonry Design) to name a few.

3. Discussion of proposed course:

3.1 Course objectives:
Develop within the student a basic understanding of the engineering design and construction processes and the roles and responsibilities of principal participants. Develop technical competence in the primary mechanisms of behavior, construction, and design criteria of primary and secondary components of masonry systems and their connections.

3.2 Content outline:
- Properties of masonry
- Design basics
- Construction basics
- Masonry beams
- Masonry columns
- Masonry walls
- Connections and detailing

3.3 Student expectations and requirements:
Students will be expected to demonstrate proficiency through design problems, examinations and quizzes, and/or applied practical projects that they would face as engineering practitioners.

3.4 Tentative texts and course materials:

4. Resources:

4.1 Library resources:
See Library Resources form.

4.2 Computer resources:
The Department of Engineering has adequate computer facilities available for students.

5. Budget implications:

5.1 Proposed method of staffing:
No budget implications since CE 440G and CE 440 will be taught concurrently by the same faculty member.

5.2 Special equipment needed:
None.

5.3 Expendable materials needed:
None.

5.4 Laboratory materials needed:
See CE 441G Masonry Construction Lab.

6. Proposed term for implementation: Fall 2013
7. Dates of prior committee approvals:

Department of Engineering  11/13/2012
Ogden Graduate Curriculum Committee  12/14/2012
Graduate Council  01/10/2013
University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Date: 10/25/2012

Proposed Course Name and Number: CE 440G Masonry Design and Construction

Current Library holdings in support of the course are:

- adequate
- inadequate

X library resources not needed for course

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:
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Questions or problems?

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Or UCC Library Representative http://www.wku.edu/ucc/guidelines.html

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[Signatures]

Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Services
Proposal Date: 10/25/2012

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

Contact Person: Shane M. Palmquist, shane.palmquist@wku.edu, 270-745-2919

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: CE 441G
   1.2 Course title: Masonry Construction Lab
   1.3 Abbreviated course title: Masonry Construction Lab
   1.4 Credit hours and contact hours: 1.0
   1.5 Type of course: B (Lab)
   1.6 Corequisite: CE 440G
   1.7 Course catalog listing:
      The laboratory component of CE 440G Masonry Design and Construction. Projects include
      mortar testing, grout testing, strength testing of masonry block and clay brick, block wall testing,
      developing plan and specifications for the construction of masonry structures, and inspection
      techniques of masonry systems.

2. Rationale:
   2.1 Reason for developing the proposed course:
      Recently, CE 441 Masonry Construction Lab was created as a technical elective for students
      pursuing a baccalaureate degree in civil engineering. This G lab is being proposed for
      undergraduates who choose to take an extra course beyond the requirements of their baccalaureate
      degree and would like to transfer the lab to another institution for graduate level credit
      consideration. Graduate students from other departments such as the Physics and Astronomy
      Department, which offers the master’s degree in homeland security, may want to take this lab. In
      addition, local practicing engineers and professionals may want to take this lab for graduate level
      credit. This may benefit them by fulfilling continuing education requirements for professional
      licensure as engineers in the state of Kentucky and/or by potentially counting towards a graduate
      degree.

      The proposed lab will prepare students for masonry design and construction, which is a common
      structural system used in civil engineering practice in the United States. It provides direct support
      to the WKU Mission statement to "produce nationally and globally competitive graduates," the
      Engineering Department mission statement to "produce, as its graduates, competent engineering
      practitioners," and the Civil Engineering Program mission statement to "prepare students for
      professional engineering and management positions in all phases of civil engineering projects."

   2.2 Projected enrollment in the proposed course:
      The projected enrollment for CE 441G is approximately five to eight students based upon
      expected enrollment in CE 440G. This does not include the number of undergraduate students
      that will enroll in CE 441. These two labs will meet at the same time and location to maximize
      efficiency.

   2.3 Relationship of the proposed course to courses now offered by the department:
      This lab is proposed to be the “G lab” to CE 441 Masonry Construction Lab, which is currently
      offered by the civil engineering program once every other year. Students in CE 441G will be
      expected to complete additional problems and an extra lab, which will be evaluated on a more
      rigorous basis. This lab compliments the current offerings and entices students to consider
      graduate school.

   2.4 Relationship of the proposed course to courses offered in other departments:
      The Department of Engineering is the only department that will offer such a lab.

   2.5 Relationship of the proposed course to courses offered in other institutions:
      Most civil engineering departments in the United States do not offer a laboratory component such
      as being proposed. The faculty of the Civil Engineering Program believe that our students need to
be more than proficient in the pencil and paper of design, testing, and inspection of masonry structures; they need hands-on practice in the testing and inspection of masonry as a structural material in order to be knowledgeable professionals and/or proficient practicing engineers.

3. Discussion of proposed course:
3.1 Course objectives:
Develop within the student a basic understanding of the testing, construction, and inspection of masonry structures and their components. Develop technical and hands-on competence in performing standard tests for masonry block and clay brick.

3.2 Content outline:
- Masonry construction basics
- Plan and specifications for masonry structures
- Mortar testing
- Grout testing
- Brick testing
- Strength testing of masonry block and clay brick
- Prism strength tests
- Unit strength tests
- Block wall testing
- Inspection procedures and techniques

3.3 Student expectations and requirements:
Students will be expected to demonstrate proficiency through writing laboratory reports and/or a project.

3.4 Tentative texts and course materials:

4. Resources:
4.1 Library resources:
See Library Resources form.

4.2 Computer resources:
The Department of Engineering has adequate computer facilities available for students.

5. Budget implications:
5.1 Proposed method of staffing:
No budget implications since CE 441G and CE 441 will be taught concurrently by the same faculty member.

5.2 Special equipment needed:
None. The CE Materials Lab in the Department of Engineering has the necessary equipment for this laboratory such as two 450,000 pound compression masonry block testing machines.

5.3 Expendable materials needed:
Some additional incidental materials will be needed to be purchased. However, this will be minor since these materials will already be ordered for CE 441.

5.4 Laboratory materials needed:
Small quantities of grout, masonry blocks, cement, and bricks will be needed. However, these materials will already be needed for CE 441.
6. **Proposed term for implementation:** Fall 2013

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

   - Department of Engineering: 11/13/12
   - Ogden Graduate Curriculum Committee: 12/14/12
   - Graduate Council: 01/10/2013
   - University Senate: ___________________

**Attachment:** Bibliography, Library Resources Form, Course Inventory Form
Date: 10/25/2012

Proposed Course Name and Number: CE 441G Masonry Construction Lab

Current Library holdings in support of the course are:

adequate inadequate*

X library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:
Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

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Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative http://www.wku.edu/ucc/guidelines.html

[Signature]
Faculty Member Proposing Course

[Signature]
Liaison Librarian

[Signature]
Coordinator, Collection Services
Identification of proposed course:
1.1 Course prefix (subject area) and number: CE 444G
1.2 Course title: Bridge Engineering
1.3 Abbreviated course title: Bridge Engineering
1.4 Credit hours and contact hours: 3.0
1.5 Type of course: L (Lecture)
1.6 Prerequisites: CE 384 or 482 or 483, or permission of instructor
1.7 Course catalog listing:
A practice-based introduction to bridge engineering, exploring the design, behavior, maintenance and rehabilitation of bridges. Bridge loads, reinforced and prestressed concrete slab and T-beam bridges, steel beam bridges, composite beam bridges, bridge evaluations and ratings, and upgrade methodologies are covered based on AASHTO code requirements using the LRFD design methodology. Abutments, piers, joints, bearings, and connections are also included. Nontechnical topics such as public perception of the nation’s infrastructure with respect to bridges will be discussed.

Rationale:
2.1 Reason for developing the proposed course:
Recently, CE 444 Bridge Engineering was created as a technical elective course for students pursuing a baccalaureate degree in civil engineering. This G course is being proposed for undergraduates who choose to take an extra course beyond the requirements of their baccalaureate degree and would like to transfer the course to another institution for graduate level credit consideration. Graduate students from other departments such as the Physics and Astronomy Department, which offers the master’s degree in homeland security, may want to take this course. In addition, local practicing engineers and professionals may want to take this course for graduate level credit. This may benefit them by fulfilling continuing education requirements for professional licensure as engineers in the state of Kentucky and/or by potentially counting towards a graduate degree.

The proposed course will prepare students for careers in the transportation sector, specifically bridge design and construction. It provides direct support to the WKU Mission statement to "produce nationally and globally competitive graduates," the Engineering Department mission statement to "produce, as its graduates, competent engineering practitioners," and the Civil Engineering Program mission statement to "prepare students for professional engineering and management positions in all phases of civil engineering projects."

2.2 Projected enrollment in the proposed course:
The projected enrollment for CE 444G is approximately five to eight students. This does not include the number of undergraduate students that will enroll in CE 444. These two classes will meet at the same time and location to maximize efficiency.

2.3 Relationship of the proposed course to courses now offered by the department:
This course is proposed to be the “G course” to CE 444 Bridge Engineering, which is currently offered by the civil engineering program once every other year. Students in CE 444G will be expected to complete additional problems and an extra project, which will be evaluated on a more rigorous basis. This course compliments the current offerings and entices students to consider graduate school.

2.4 Relationship of the proposed course to courses offered in other departments:
The Department of Engineering is the only department that will offer such a course.

2.5 Relationship of the proposed course to courses offered in other institutions:
Many civil engineering departments in the United States offer such a course at the graduate level, including: University of Kentucky (CE 589 Design of Structural Systems), University of Louisville (CEE 590 Bridge Design), and University of Tennessee at Knoxville (CE 671 Behavior of Steel Bridges and Buildings) to name a few.

3. **Discussion of proposed course:**

3.1 **Course objectives:**

- Explain and understand the purpose and behavior of different types of bridges: reinforced and prestressed concrete slab and T-beam bridges, steel beam bridges and composite beam bridges.
- Understand the different elements of a bridge including the deck, slab, beams, abutments, piers, joints, bearing, and connections.
- Explain and discuss nontechnical topics such as public perception of the nation’s infrastructure with respect to bridges, bridge protection, vehicular safety, and pedestrian safety.
- Understand and apply the LRFD design methodology utilizing the current AASHTO code specifications.
- Explain the design process for a typical bridge including superstructure and substructure.
- Calculate forces on bridges due to dead loads and vehicular live loads.
- Design the superstructure components of simple bridges.
- Perform bridge evaluations and ratings based on applicable guidelines.
- Identify bridges that are structurally redundant and nonredundant.
- Identify and explain current and new trends in bridge engineering practice in the area of design, evaluation, inspection, rating and rehabilitation.

3.2 **Content outline:**

- General overview of bridge engineering practice.
- Types of bridges and components.
- Structurally redundant and nonredundant bridges.
- Fracture critical members and connections of bridges.
- Nontechnical topics including public perception of the nation’s infrastructure with respect to bridges, bridge protection, vehicular safety, and pedestrian safety.
- Overview of the design process for a typical bridge.
- Principles of probabilistic design based on LRFD AASHTO code specifications.
- Determination of bridges loads: dead load and vehicular live loads.
- Design of reinforced concrete T-beam bridges.
- Design of concrete deck slabs.
- Design of composite steel-concrete stringers.
- Design of composite stringer and girder bridges.
- Design of prestressed beam bridges.
- Introduction to the design of bridge bearings, abutments and piers.
- Introduction to bridge evaluations, inspections, rating and rehabilitation.
- New trends in bridge engineering practice.

3.3 **Student expectations and requirements:**

Students will be expected to demonstrate proficiency through design problems, examinations and quizzes, and/or applied practical projects that they would face as engineering practitioners.

3.4 **Tentative texts and course materials:**


4. **Resources:**

4.1 **Library resources:**
See Library Resources form.

4.2 Computer resources:
The Department of Engineering has adequate computer facilities available for students.

5. Budget implications:
5.1 Proposed method of staffing:
No budget implications since CE 444G and CE 444 will be taught concurrently by the same faculty member.

5.2 Special equipment needed:
None.

5.3 Expendable materials needed:
None.

5.4 Laboratory materials needed:
None.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

- Department of Engineering 11/13/12
- Ogden Graduate Curriculum Committee 12/14/12
- Graduate Council 01/10/2013
- University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Date: 10/25/2012

Proposed Course Name and Number: CE 444G Bridge Engineering

Current Library holdings in support of the course are:

____ adequate  ______ inadequate*

____ X library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:
Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative http://www.wku.edu/ucc/guidelines.html

[Signature]
Faculty Member Proposing Course

[Signature]
Liaison Librarian

[Signature]
Coordinator, Collection Services
Ogden College of Science and Engineering
Department of Engineering
Proposal to Create a New Course
(Proposal Date: 10/25/2012)

Contact Person: Shane M. Palmquist, shane.palmquist@wku.edu, 270-745-2919

1. **Identification of proposed course:**
   1.1 Course prefix (subject area) and number: CE 462G
   1.2 Course title: Hydraulic Engineering Systems
   1.3 Abbreviated course title: Hydraulic Engineering Systems
   1.4 Credit hours and contact hours: 3.0
   1.5 Type of course: L (Lecture)
   1.6 Prerequisites: CE 461 or permission of instructor
   1.7 Course catalog listing:
      Methods of analysis for hydrostatics, pipe flow, open channel flow including uniform and
      gradually varied flow, culvert and channel hydraulic design, dimensional analysis and channel
      modeling for flood mapping.

2. **Rationale:**
   2.1 Reason for developing the proposed course:
      CE 462 Hydraulic Engineering Systems was created as a technical elective course for students
      pursuing a baccalaureate degree in civil engineering. This G course is being proposed for
      undergraduates who choose to take an extra course beyond the requirements of their baccalaureate
      degree and would like to transfer the course to another institution for graduate level credit
      consideration. Graduate students from other departments such as the Physics and Astronomy
      Department, which offers the master’s degree in homeland security, may want to take this course.
      In addition, local practicing engineers and professionals may want to take this course for graduate
      level credit. This may benefit them by fulfilling continuing education requirements for professional
      licensure as engineers in the state of Kentucky and/or by potentially counting towards
      a graduate degree.
      The proposed course will prepare students for careers in the transportation sector, specifically
      bridge design and construction. It provides direct support to the WKU Mission statement to
      “produce nationally and globally competitive graduates,” the Engineering Department mission
      statement to “produce, as its graduates, competent engineering practitioners,” and the Civil
      Engineering Program mission statement to “prepare students for professional engineering and
      management positions in all phases of civil engineering projects.”
   2.2 Projected enrollment in the proposed course:
      The projected enrollment for CE 462G is approximately five to eight students. This does not
      include the number of undergraduate students that will enroll in CE 462. These two classes will
      meet at the same time and location to maximize efficiency.
   2.3 Relationship of the proposed course to courses now offered by the department:
      This course is proposed to be the “G course” to CE 462 Hydraulic Engineering Systems, which is
      currently offered by the civil engineering program once every other year or so. Students in CE
      462G will be expected to complete additional problems and an extra project, which will be
      evaluated on a more rigorous basis. This course compliments the current offerings and entices
      students to consider graduate school.
   2.4 Relationship of the proposed course to courses offered in other departments:
      The Department of Engineering is the only department that will offer such a course.
   2.5 Relationship of the proposed course to courses offered in other institutions:
      Many civil engineering departments in the United States offer such a course at the graduate level,
      including: University of Kentucky (CE 549 Engineering Hydraulics), University of Louisville
      (CEE 570 Applied Hydraulics), and The Ohio State University (CIVILEN 722 Open Channel
      Hydraulics) to name a few.
3. Discussion of proposed course:
   3.1 Course objectives:
   • Calculate forces in static and moving floods
   • Analyze and design simple pipe systems
   • Analyze and design simple pump systems
   • Analyze uniform and gradually varied flow
   3.2 Content outline:
   • Hydrostatics
   • Forces in fluids
   • Pipe flow and fluid friction
   • Pumps and system design
   • Uniform flow and Manning’s equation
   • Gradually varied flow solutions using the standard step method and Runge Kutta method
   • Introduction to hydraulic engineering center river analysis system (HEC-RAS)
   3.3 Student expectations and requirements:
   Students will be expected to demonstrate proficiency through design problems, examinations and quizzes, and/or applied practical projects that they would face as engineering practitioners.
   3.4 Tentative texts and course materials:

4. Resources:
   4.1 Library resources:
   See Library Resources form.
   4.2 Computer resources:
   The Department of Engineering has adequate computer facilities available for students.

5. Budget implications:
   5.1 Proposed method of staffing:
   No budget implications since CE 462G and CE 462 will be taught concurrently by the same faculty member.
   5.2 Special equipment needed:
   None.
   5.3 Expendable materials needed:
   None.
   5.4 Laboratory materials needed:
   None.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:
   Department of Engineering: 11/13/12
   Ogden Graduate Curriculum Committee: 12/14/12
   Graduate Council: 01/10/2013
   University Senate: 

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Date: 10/25/2012

Proposed Course Name and Number:  CE 462G  Hydraulic Engineering Systems

Current Library holdings in support of the course are:

______ adequate    ______ inadequate*  

____ X____ library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

II. Key journal titles needed/recommended:
Please submit tentative course proposal to Liaison Librarian before departmental
curriculum committee meeting when proposal will be considered. This form will be signed
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Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative http://www.wku.edu/ucc/guidelines.html

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Faculty Member Proposing Course

Liaison Librarian

Coordinator, Collection Services
Graduate Studies and Research
Proposal to Revise Course Grading System
(Consent Item)

Contact Person: Kelly Madole, kelly.madole@wku.edu, 745-2446

1. **Identification of course:**
   1.1 Current course prefix (subject areas) and number: (ALL) 599, 699, 799 courses
   1.2 Course title(s): Thesis Research/Writing, Specialist Project, Dissertation Research (respectively)
   1.3 Credit hours: vary

2. **Current course grading system:** A-F

3. **Proposed course grading system:** Pass/Fail

4. **Rationale for revision of course grading system:**
   A review of a subset of our benchmark institutions failed to find any other institution that provided standard grades for thesis, specialist project, or dissertation hours.

5. **Proposed term for implementation:** Summer 2013

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

   Graduate Council
   ____________________
   January 10, 2013

   University Senate
   ____________________

**Attachment:** Course Inventory Forms
Proposal Date: August 1, 2012

College of Education and Behavioral Sciences  
Department of Psychology  
Proposal to Revise a Program  
(Action Item)

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

1. **Identification of program:**
   1.1 Current program reference number: 092  
   1.2 Current program title: Master of Arts in Psychology  
   1.3 Credit hours: 36-48

2. **Identification of the proposed program changes:**  
   (1) Revise program admission criteria, (2) add a requirement for a minimum grade of B in certain core courses in the psychological science concentration, and (3) add a thesis requirement to the clinical concentration.

3. **Detailed program description:**

Modified text is shown in **bold.**

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
</table>
| Master of Arts in Psychology, Ref. # 092  
This program prepares students to pursue careers in clinical, business, or government settings, and/or to enter a doctoral program. Three concentrations are offered: clinical, industrial/organizational, and psychological science.  
Admission Requirements  
Applicants should have a statistics and experimental methodology course; background in psychology; a minimum score of 850 on the Graduate Record Examination (GRE) General Test (verbal and quantitative combined), for applicants tested prior to August 1, 2011, or for applicants tested after August 1, 2011, the concordant General Test score established by Educational Testing Service; a minimum GPA of 2.75 with 3.0 in psychology courses. Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate Studies application form. An interview may be required. Applicants to the clinical psychology concentration must also submit an affidavit affirming that they have never been convicted or charged with a felony crime. Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work. Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.  
Degree Requirements—36-48 total hours | Master of Arts in Psychology, Ref. # 092  
This program prepares students to pursue careers in clinical, business, or government settings, and/or to enter a doctoral program. Three concentrations are offered: clinical, industrial/organizational, and psychological science.  
Admission Requirements  
Applicants should have a statistics and experimental methodology course; background in psychology; minimum scores of 146 Verbal and 141 Quantitative on the Graduate Record Examination (GRE) General Test; and; a minimum GPA of 2.75 with 3.0 in psychology courses (No specific GAP score is required). Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate Studies application form. An interview may be required. Applicants to the clinical psychology concentration must also submit an affidavit affirming that they have never been convicted or charged with a felony crime. Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work. Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.  
Degree Requirements—36-48 total hours |
The program comprises 18-21 hours of core courses plus specific program content that varies by concentration. **The clinical concentration has both a thesis (Plan A) and non-thesis (Plan B) option. Both the industrial and organizational concentration and the psychological science concentration require a thesis. Theses should be based upon original research conducted under the direction of a Department graduate faculty member.** A comprehensive examination is required at the time of thesis defense or upon completion of course work. The research tool is required in all concentrations. No concentration may have more than 9 hours of 400G-level courses.

### Required Core—18-21 hours

**Methods and Statistics—6 hours**
- PSY 504 Advanced Research Methods in Psychology (3 hrs), AND
- PSY 512 Seminar in Experimental Design (3 hrs), OR
- PSY 513 Advanced Statistical Analysis (3 hrs), OR
- PSY 563 Statistics and Psychometric Theory (3 hrs)

**Scientific Writing—3-6 hours**
- PSY 590 Readings of Research in Psychology (3 hrs, clinical Plan B only), OR
- PSY 599 Thesis Research (6 hrs)

**Science of Behavior—3 hours**
- PSY 511 Psychology of Learning (3 hrs), OR
- PSY 521 Advanced Child Psychology (3 hrs), OR
- PSY 523 Advanced Topics in Cognition (3 hrs), OR
- PSY 552 Advanced Social Psychology (3 hrs), OR
- PSY 480 Advanced Physiological Psychology (3 hrs)

**Ethics (3 hours)**
- PSY 541 Professional Issues and Ethics in Psychology (3 hrs)

**Practicum or Internship (3 hours)**
- PSY 592 Psychology Internship (3 hrs), OR
- PSY 662 Practicum in Psychology (3 hrs)

### Clinical Psychology, Concentration Code MACL—48 hours

This concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The concentration offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepares students to pursue further education at the doctoral level. Clinical concentration graduates have the credentials necessary to pursue licensure in the state of...
Kentucky. Practicum and internship (9 hours) are required. **Plan A requires a thesis; Plan B requires 3 elective hours in lieu of the thesis** and selected with the advice of the graduate student’s advisor. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant’s expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence (PSY 560, 640, 641, and 660), or practicum and internship (PSY 562, 592, and 662).

Specific Concentration Requirements **(Plan A)** – 48 hours

<table>
<thead>
<tr>
<th>Methods and Statistics—6 hours</th>
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<tbody>
<tr>
<td>PSY 504 Advanced Research Methods in Psychology (3 hrs)</td>
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<td>PSY 563 Statistics and Psychometric Theory (3 hrs)</td>
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<th>Science of Behavior – 9 hours</th>
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<td>PSY 511 Psychology of Learning (3 hrs), OR</td>
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<td>PSY 523 Advanced Topics in Cognition (3 hrs), AND</td>
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<th>Scientific Writing – 6 hours</th>
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<tr>
<th>Practicum and Internship – 9 hours</th>
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<tr>
<td>PSY 662 Practicum in Psychology (3 hrs)</td>
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<tr>
<td>PSY 562 Practicum in Psychological Assessment (3 hrs)</td>
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<tr>
<td>PSY 592 Psychology Internship (3 hrs)</td>
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<tr>
<th>Clinical Courses – 15 hours</th>
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<tbody>
<tr>
<td>PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs)</td>
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<tr>
<td>PSY 640 Psychopathology (3 hrs)</td>
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<tr>
<td>PSY 641 Theories of Psychotherapy (3 hrs)</td>
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<tr>
<td>PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs)</td>
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<td>PSY 520 Individual Differences (3 hrs)</td>
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</table>

**Specific Concentration requirements – Plan B**

The course requirements for Plan B are the same as those for Plan A except that 3 hours of PSY 590 Readings of Research in Psychology are substituted for PSY 599, and 3 elective hours, selected with the advice of the graduate student’s advisor, must be completed. The elective hours may be taken outside the Department of Psychology.
<table>
<thead>
<tr>
<th>Industrial-Organizational Psychology, Concentration Code MAIN—45 hours</th>
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</tr>
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<tbody>
<tr>
<td>This concentration focuses on behavior in business, industry, consulting, and government organizations. Students develop proficiencies in the construction and validation of personnel selection systems, job analysis, employee compensation, criterion development, leadership, motivation theory, equal employment opportunity law, and training in business and industry. A thesis is required. Grades lower than B may not be used to satisfy requirements for courses in the industrial/organizational training sequence (PSY 570, 571, 572, 670, and 673).</td>
<td>This concentration focuses on behavior in business, industry, consulting, and government organizations. Students develop proficiencies in the construction and validation of personnel selection systems, job analysis, employee compensation, criterion development, leadership, motivation theory, equal employment opportunity law, and training in business and industry. A thesis is required. Grades lower than B may not be used to satisfy requirements for courses in the industrial/organizational training sequence (PSY 570, 571, 572, 670, and 673).</td>
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**Specific Concentration Requirements—45 hours**

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<th>Industrial/Organizational Courses – 15 hours</th>
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<tr>
<td>PSY 570 Job Analysis and Compensation (3 hrs)</td>
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<td>PSY 571 Personnel Psychology (3 hrs)</td>
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<td>PSY 572 Organizational Psychology (3 hrs)</td>
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<td>PSY 670 Equal Employment Opportunity, the Law, and Ethical Considerations (3 hrs)</td>
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<td>PSY 673 Advanced Training in Business and Industry (3 hrs)</td>
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* A four-to-six months internship in personnel psychology is encouraged (6 hours); 6 advisor-approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.

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* A four-to-six months internship in personnel psychology is encouraged (6 hours); 6 advisor-approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.
This concentration utilizes a research-mentorship approach to prepare students to be competitive applicants for admission into a Ph.D. program and/or for positions where strong research and methodological skills are needed. Students may choose from one of three focus areas allowing specialization in cognitive, developmental, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular interest.

### Specific Concentration Requirements – 36 hours

**Research Methods and Statistics – 12 hours**
- PSY 504 Advance Research Methods in Psychology (3 hrs)
- PSY 512 Seminar in Experimental Design (3 hrs)
- PSY 513 Advanced Statistical Analysis (3 hrs)
- PSY 563 Statistics and Psychometric Theory (3 hrs)

**Scientific Writing – 6 hours**
- PSY 599 Thesis Research and Writing (3 hrs)

**Science of Behavior – 3 hours**
- PSY 511 Psychology of Learning (3 hrs), OR
- PSY 521 Advanced Child Psychology (3 hrs), OR
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- PSY 552 Advanced Social Psychology (3 hrs), OR
- PSY 480 Advanced Physiological Psychology (3 hrs)

**Ethics – 3 hours**
- PSY 541 Professional Issues and Ethics in Psychology (3 hrs)

**Practicum – 3 hours**
- PSY 662 Practicum in Psychology (3 hrs)

**Cognitive Focus Area – 9 hours**
- PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs), AND
- PSY 523 Advanced Topics in Cognition (3 hrs), AND
- PSY 412G Motivation (3 hrs), OR
- PSY 552 Advanced Social Psychology (3 hrs), OR
- PSY 580 Advanced Physiological Psychology (3 hrs)

**Developmental Focus Area – 9 hours**
- (only one 400G course permitted)
- PSY 521 Advanced Child Psychology (3 hrs), OR
- PSY 424G Topics in Developmental Psychology (3 hrs)

**Grades lower than B may not be used to satisfy requirements in the Research methods and Statistics Core (PSY 504, 512, 513, & 563) PSY 541, and PSY 662.**
PSY 423G Psychology of Adult Life and Aging (3 hrs), OR
AND
PSY 523 Advanced Topics in Cognition (3 hrs), OR
PSY 552 Advanced Social Psychology (3 hrs), OR
PSY 540 Behavioral Problems of Childhood and Adolescence (3 hrs), OR
PSY 545 Child Clinical Psychology: Theory and Practice (3 hrs)

Biobehavioral Focus Area – 9 hours (Only 1 400G course permitted)
PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs), AND
PSY 580 Advanced Physiological Psychology (3 hrs), AND
PSY 411G Sensation and Perception (3 hrs), OR
PSY 483G Evolutionary Psychology (3 hrs), OR
PSY 511 Psychology of Learning (3 hrs)

4. Rationale for the proposed program changes: (1) Proposed changes to admissions requirements reflect the changes to the GRE that were implemented effective August 2011. (2) The proposed change requiring a grade of B or better in core courses in the Psychological Science Concentration is similar to requirements already in place for the clinical and industrial and organization concentrations. The psychological science concentration (and previously the experimental concentration) student handbook contains this requirement, but the requirement needs to be in the Graduate Catalog to be enforceable. The rationale for the requirement is that the psychological science concentration is a Ph.D. preparation program and students who earn less than a B in the identified core courses will not be adequately prepared for success in a doctoral program. (3) The main rationale for eliminating the nonthesis option for the clinical concentration is to bring this concentration in line with the other M.A. program concentrations in the department, neither of which have a non-thesis option. In addition, the clinical concentration is promoted as following a scientist-practitioner model. Completing a thesis is more consistent with that model than allowing a non-thesis option.

5. Proposed term for implementation and special provisions (if applicable): To be implemented for applicants for admission for fall 2013.

6. Dates of prior committee approvals:

   Department of Psychology September 7, 2012
   CEBS Curriculum Committee December 4, 2012
   Graduate Council January 10, 2013
   University Senate
College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise a Program
(Action Item)

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 54427

1. Identification of program:
   1.1 Current program reference number: 147
   1.2 Current program title: Specialist in Education: School Psychology
   1.3 Credit hours: 67

2. Identification of the proposed program changes:
   Revise program admission policy with respect to GRE/GAP scores.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current admission policy</th>
<th>Proposed admission policy</th>
</tr>
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<tbody>
<tr>
<td>Admission Requirements</td>
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<tr>
<td>Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology; a minimum score of 850 or equivalent* on the Graduate Record Examination General Test (Verbal + Quantitative); and a minimum undergraduate GPA of 3.0. Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant's expense.</td>
<td></td>
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<tr>
<td>Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology; a minimum score of 142 or equivalent* on both the Verbal and Quantitative scales on the Graduate Record Examination General Test; a minimum GRE Writing score of 3.5, and a minimum undergraduate GPA of 3.0 (no specific GAP score is required). Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant's expense.</td>
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</tbody>
</table>

*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS Teacher Admissions webpage. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.

4. Rationale for the proposed program change: Proposed changes reflect the changes to the GRE that were effective August 2011. The minimum scores of 142 on both the Verbal and Quantitative portions of the GRE are consistent with the Office of Graduate Studies’ policy for applicants to Specialist programs. The minimum GRE Writing score of 3.5 is slightly lower than the recommended 4.0. However, as indicated in the Graduate Studies policy, the school psychology program is the only specialist program at WKU that does not require applicants to have a Masters degree. Practically all of our students only have the
Bachelors degree upon entry into our program. Requiring a 4.0 Writing score would be requiring our applicants with Bachelors degrees to meet the same standard as applicants with Masters degrees to other programs. Furthermore, data from the graduate students that we accepted and who enrolled in our program from 2005-2011 indicates 8 of the 56 students (14%) had a 3.5 Writing score. Those 8 students had a mean Verbal GRE score of 147 and a mean Quantitative GRE score of 144 (after converting to the new GRE scores), indicating qualified applicants based on the other parts of the GRE. All 8 students are or have been successful graduate students and school psychologists upon graduating from the program. Changing the Writing score to 4.0 would be overly restrictive for our program and would appear to eliminate 14% of otherwise worthy candidates from entrance into the school psychology program.

5. **Proposed term for implementation and special provisions (if applicable):** To be implemented for applicants for admission for fall 2013

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

   - Department of Psychology: September 7, 2012
   - CEBS Curriculum Committee: December 4, 2012
   - Professional Education Council: December 12, 2012
   - Graduate Council: January 10, 2013
   - University Senate: ___________________
College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Revise A Program
(Proposal Date: 08/15/2012)

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of program:
   1.1 Current program reference number: 0010
   1.2 Current program title: Educational Leadership (EDD)
   1.3 Credit hours: 60 hours beyond the master’s degree

2. Identification of the proposed program changes:
   Revise program admission policy with respect to GRE/GAP scores.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current admission policy</th>
<th>Proposed admission policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Requirements</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>Intended candidates for the degree are individuals who have completed at least a master's degree or other appropriate graduate degree, have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</td>
<td>Intended candidates for the degree are individuals who have completed at least a master's degree or other appropriate graduate degree, have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</td>
</tr>
<tr>
<td>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</td>
<td>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</td>
</tr>
<tr>
<td>1. Transcripts of all undergraduate and graduate course work</td>
<td>1. Transcripts of all undergraduate and graduate course work</td>
</tr>
<tr>
<td>2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</td>
<td>2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</td>
</tr>
<tr>
<td>3. Completed application</td>
<td>3. Completed application</td>
</tr>
<tr>
<td>4. Current (within 1 year of application deadline) resume or vita</td>
<td>4. Current (within 1 year of application deadline) resume or vita</td>
</tr>
<tr>
<td>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</td>
<td>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</td>
</tr>
<tr>
<td>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program</td>
<td>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program</td>
</tr>
<tr>
<td>7. GRE scores (Note: Official scores are required. GRE scores must include the Analytical Writing portion or the applicant must complete a writing sample.)</td>
<td>7. Official GRE scores that meet the minimum GRE and GAP* scores required for doctoral degrees as described in the WKU Graduate Catalog</td>
</tr>
<tr>
<td></td>
<td>8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion</td>
</tr>
</tbody>
</table>

International students are encouraged to apply and must submit the following additional documents for admission consideration:

International students are encouraged to apply and must submit the following additional documents for admission consideration:
1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS)
2. Evidence of adequate financial resources

admission consideration:
1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS)
2. Evidence of adequate financial resources

*See explanation of GAP score calculation under “Admission Requirements” in the WKU Graduate Studies Catalog for more information.

4. Rationale for the proposed program change:
   Proposed changes reflect the changes to the GRE that were implemented effective August 2011.

5. Proposed term for implementation and special provisions (if applicable): Fall 2013

6. Dates of prior committee approvals:

   EDD Leadership Council 09/13/2012
   Educational Administration, Leadership, & Research 09/25/2012
   CEBS Curriculum Committee 10/30/2012
   Professional Education Council 12/12/2012
   Graduate Council 01/10/2013
   University Senate
Proposal to Revise A Program (Action Item)

1. Identification of program:
   1.1 Current program reference number: 131
   1.2 Current program title: Instructional Leader, School Principal, All Grades Endorsement
   1.3 Credit hours: 30

2. Identification of the proposed program changes:
   - Revise admission requirements
   - Revise prerequisites
   - Modify Level I core courses
   - Modify Level II coursework

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Requirements</td>
<td></td>
</tr>
<tr>
<td>1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate.</td>
<td></td>
</tr>
<tr>
<td>2. Has a master’s degree from an accredited institution;</td>
<td></td>
</tr>
<tr>
<td>3. Has a 3.0 GPA or above on all graduate work;</td>
<td></td>
</tr>
<tr>
<td>4. Has submitted a department admission packet and been recommended for admission by the Educational Administration, Leadership, &amp; Research Admission Committee.</td>
<td></td>
</tr>
<tr>
<td>Specific details regarding admission requirements will be found on the department’s Website, in the Graduate Catalog, and in the department’s admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership - School Principal, All Grades.</td>
<td></td>
</tr>
</tbody>
</table>

| Requirements |
| A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master’s degree program, which would qualify for Rank II salary classification. Therefore, the student will complete all 27 hours in Educational Administration coursework. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development. |

| Prerequisites |
| A master’s degree |

| Level I required courses—27 hours |
| EDAD 588 Allocation and Use of Resources |
| EDAD 677 Legal Issues for Professional Educators |
| EDAD 683 Leading Teaching and Learning |
| EDAD 684 Instructional Leadership |

| Prerequisites—12 hours |
| EDAD 640 Introduction to School Leadership |
| EDAD 641 Building Culture and Community |
| EDAD 642 Leveraging Community Systems and Resources |
| EDAD 643 Securing and Developing Staff |
| EDAD 644 Creating Organizational Structures and Operations |
| EDAD 645 Practicing the Principalship |

| Level II Coursework—18 hours |
| EDAD 694 Seminar in Education Administration (6 |
EDAD 585 Fundamentals of School Administration
EDAD 588 School Business Management
EDAD 594 Seminar Leadership: Auxiliary Programs
EDAD 597 Problems in Educational Administration & Supervision
EDAD 677 School Law
EDAD 682 School Community Relations
EDAD 683 Seminar in Curriculum Development
EDAD 684 Instructional Leadership
EDAD 690 Principalship

Level II required courses—9 hours
EDAD 590 Administration of School Personnel
EDAD 694 Seminar in Educational Administration
EDAD 696 Advance Organizational Theory

4. Rationale for the proposed program change:
   - Modify Admission Requirements: Proposed revisions to program #131’s mirror program, #121 – Planned Sixth Year/Rank I Instructional Leadership – School Principal, All Grades, were approved through the WKU curriculum process in late 2009/early 2010. The rationale for changes to #121 was based on revisions to state regulation that governs the preparation of school principals, Section 3, 16 KAR 3:050 Professional Certificate for Instructional Leadership – School Principal, All Grades. At that time, this #131 “certification only” program also should have been listed as revised to meet the state regulation.
   - Modify curriculum requirements: Both #121 and #131 are identical programs regarding coursework and other requirements. Their distinction lies only in how the state Educational Professional Standards Board recognizes program completers based on their position in the state P-12 education pay structure.

5. Proposed term for implementation and special provisions (if applicable): Summer 2013

6. Dates of prior committee approvals:
   Educational Administration, Leadership, & Research  9-25-2012
   CEBS Curriculum Committee                   10-30-2012
   Professional Education Council             12-12-2012
   Graduate Council (for information)         01-10-2013
   University Senate (for information)         __________
Proposal Date: October 19, 2012

College of Health and Human Services  
Department of Communication Disorders  
Proposal to Revise A Program  
(Proposal Item)

Contact Person: Dr. Richard Dressler, richard.dressler@wku.edu, 270-745-6280

1. **Identification of program:**
   1.1 Current program reference number: 114  
   1.2 Current program title: Master of Science: Communication Disorders  
   1.3 Credit hours: 49

2. **Identification of the proposed program changes:** Current graduate catalog information for admission lists old GRE scoring system

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>Old Program</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants to the master’s degree program in Communication Disorders must meet the following minimum requirements:</td>
<td>Applicants to the master’s degree program in Communication Disorders must meet the following minimum requirements:</td>
</tr>
<tr>
<td>1. GRE Verbal score of 350</td>
<td>1. GRE Verbal score of 143. Students testing before Aug. 1, 2011 need a GRE Verbal score of 350.</td>
</tr>
<tr>
<td>2. GRE Writing score of 3.5</td>
<td>2. GRE Writing score of 3.5</td>
</tr>
<tr>
<td>3. Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.)</td>
<td>3. Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.)</td>
</tr>
</tbody>
</table>

4. **Rationale for the proposed program change:**
New graduate catalog listing should match new GRE scoring system.

5. **Proposed term for implementation and special provisions:** Summer 2013

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

<table>
<thead>
<tr>
<th>Department</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Disorders Department</td>
<td>10-19-12</td>
</tr>
<tr>
<td>CHHS Graduate Curriculum Committee</td>
<td>11/19/2012</td>
</tr>
<tr>
<td>Professional Education Council</td>
<td>12/12/12</td>
</tr>
<tr>
<td>Graduate Council</td>
<td>01/10/2013</td>
</tr>
<tr>
<td>University Senate</td>
<td></td>
</tr>
</tbody>
</table>
Proposal Date: November 15, 2012

College of Health and Human Services
Department of Family & Consumer Sciences
Proposal to Revise A Program
(Action Item)

Contact Person: Karen Mason, karen.mason@wku.edu, 745-3462

1. Identification of program:
   1.1 Current program reference number: 0451
   1.2 Current program title: Dietetic Practice Graduate Certificate
   1.3 Credit hours: 12

2. Identification of the proposed program changes:
The current graduate catalog (2012-2013) lists the admission criteria for the Certificate with the old GRE scoring system.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Admission Criteria</th>
<th>New Admission Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants must meet the following requirements for entrance into the Dietetic Internship/Graduate Certificate:</td>
<td>Applicants must meet the following requirements for entrance into the Dietetic Internship/Graduate Certificate:</td>
</tr>
<tr>
<td>• Completed a Baccalaureate degree.</td>
<td>• Completed a Baccalaureate degree.</td>
</tr>
<tr>
<td>• Earned an overall GPA of 3.0 on a 4.0 scale.</td>
<td>• Earned an overall GPA of 3.0 on a 4.0 scale.</td>
</tr>
<tr>
<td>• Scored at least 800 (greater than 900 is preferred) on the Graduate Record Examination (GRE) for applicants testing prior to August 1, 2011; for those applicants testing after August 1, 2011, concordant General Test scores established by the Educational Testing Service will be used.</td>
<td>• Scored a minimum on the Graduate Record Examination of 142 on Quantitative and 144 on Verbal. A minimum of 800 (greater than 900 is preferred) on the GRE if exam was taken before August 1, 2011. All scores must be within 5 years of the time of application.</td>
</tr>
<tr>
<td>• Completed a Didactic Program in Dietetics (DPD) prior to the start date of the internship.</td>
<td>• Completed a Didactic Program in Dietetics (DPD) prior to the start date of the internship.</td>
</tr>
<tr>
<td>• Submitted a signed Declaration of Intent to Complete Degree or Verification Statement. Once accepted into the program, all interns must submit signed Verification Statements prior to the start date.</td>
<td>• Submitted a signed Declaration of Intent to Complete Degree or Verification Statement. Once accepted into the program, all interns must submit signed Verification Statements prior to the start date.</td>
</tr>
<tr>
<td>• Submitted online application through the national centralized application system. More information regarding the application process will be available here.</td>
<td>• Submitted online application through the national centralized application system. More information regarding the application process will be available here.</td>
</tr>
<tr>
<td>• Submitted an application for admission to WKU Graduate Studies with appropriate fee (after being accepted into the Dietetic Internship).</td>
<td>• Submitted an application for admission to WKU Graduate Studies with appropriate fee (after being accepted into the Dietetic Internship).</td>
</tr>
</tbody>
</table>

4. Rationale for the proposed program change:
The new graduate catalog listing should have the admission criteria for the Certificate based on the new GRE scoring system.

5. Proposed term for implementation: Fall 2013
6. Dates of prior committee approvals:

Family & Consumer Sciences Department: 11/16/2012

CHHS Graduate Curriculum Committee: 12/10/12

Graduate Council: 01/10/2013

University Senate: ____________________
Ogden College of Science and Engineering  
Department of Physics and Astronomy  
Proposal to Revise a Program  
(Action Item)

Contact Person: Ivan.Novikov@wku.edu, 745-4357

1. Identification of program:  
   1.1 Current program reference number: 413  
   1.2 Current program title: M.S. in Homeland Security Sciences  
   1.3 Credit hours: 31

2. Identification of the proposed program changes:  
   a. Require PHYS 598 (Seminar) at 0.5 CH each term for 4 terms or 2.0 CH.  
   b. Reduce the number of core hours from 25 to 18.  
   c. Increase electives from 6 CHs to 13 CHs  
   d. Add two courses to the program core: PH 584 (Principles of Environmental Health) and PH 595 (Public Health Management of Disasters)  
   e. Add GEOG 417G (GIS Modeling & Analysis) to the list of electives

3. Detailed program description
### Current Program

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Course</th>
<th>Title of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core: 1</td>
<td>PHYS 506</td>
<td>Overview of HS</td>
</tr>
<tr>
<td>3</td>
<td>PHYS 560</td>
<td>Intro to Physics Apps. in HS</td>
</tr>
<tr>
<td>3/1</td>
<td>PHYS 570/571</td>
<td>Nuclear Detection and Lab</td>
</tr>
<tr>
<td>3/1</td>
<td>PHYS 590/591</td>
<td>Physics of CBE Detection and Lab</td>
</tr>
<tr>
<td>3</td>
<td>CHEM 560</td>
<td>Chemical Agents and Explosives</td>
</tr>
<tr>
<td>3</td>
<td>CHEM 572/573</td>
<td>Chemical Detection</td>
</tr>
<tr>
<td>3</td>
<td>CHEM 592/593</td>
<td>Remediation of Chem. Agents</td>
</tr>
<tr>
<td>3</td>
<td>BIO 550</td>
<td>Intro. Bio Apps. to HS</td>
</tr>
<tr>
<td>3/1</td>
<td>BIO 552/553</td>
<td>Bio Application HS I</td>
</tr>
<tr>
<td>1</td>
<td>BIO 555</td>
<td>Bio Application H.S. II- Lab</td>
</tr>
<tr>
<td>3</td>
<td>EHS 572</td>
<td>Envir. and Occup. Epidemiology</td>
</tr>
<tr>
<td>1-6</td>
<td>PHYS 599</td>
<td>Thesis Research/Writing</td>
</tr>
</tbody>
</table>

25 hrs from 2 areas

Electives: 6

<table>
<thead>
<tr>
<th>PHYS/ CHEM/ BIO/CS/ MATH</th>
<th>HSS Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 800, 810, 820, 830, at EKU</td>
<td></td>
</tr>
</tbody>
</table>

Total 31 hrs

*requirement

### Proposed Program

(Changes are indicated in boldface)

<table>
<thead>
<tr>
<th>Hrs</th>
<th>Course</th>
<th>Title of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core: 1</td>
<td>PHYS 506</td>
<td>Overview of HS</td>
</tr>
<tr>
<td>3</td>
<td>PHYS 560</td>
<td>Intro to Physics Apps. in HS</td>
</tr>
<tr>
<td>3/1</td>
<td>PHYS 570/571</td>
<td>Nuclear Detection and Lab</td>
</tr>
<tr>
<td>2</td>
<td>PHYS 598</td>
<td>Seminar</td>
</tr>
<tr>
<td>3</td>
<td>CHEM 560</td>
<td>Chemical Agents and Explosives</td>
</tr>
<tr>
<td>3/1</td>
<td>CHEM 572/573</td>
<td>Chemical Detection</td>
</tr>
<tr>
<td>3</td>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
</tr>
<tr>
<td>3</td>
<td>PH 595</td>
<td>Public Health Management of Disasters</td>
</tr>
<tr>
<td>1-6</td>
<td>PHYS 599</td>
<td>Thesis Research/Writing</td>
</tr>
</tbody>
</table>

18 hrs from 2 areas

Electives: 13

<table>
<thead>
<tr>
<th>PHYS/ CHEM/ CS/ EHS/ MATH/ PH/ PHYS</th>
<th>HSS Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS 800, 810, 820, 830, at EKU</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/1 PHYS 590/591</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3/1</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>3</td>
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<tr>
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<tr>
<td>3</td>
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<tr>
<td>3</td>
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<tr>
<td>3</td>
</tr>
</tbody>
</table>

Total 31 hrs

### Support Courses for Major:

The student majoring in homeland security science must complete, in addition to this core and a thesis, a minimum of 6 semester hours of selected graduate division courses. The selection is determined by the student's specialized area of study, subject to approval by the student's departmental advisor.

The student majoring in homeland security science must complete, in addition to this core and a thesis, a minimum of 13 semester hours of selected graduate division courses. The selection is determined by the student's specialized area of study, subject to approval by the student's departmental advisor.
4. **Rationale for the proposed program change:**

The program has not had sufficient enrollment in all areas to make it reasonable for departments to offer all of the regular core courses regularly. We propose to resolve this issue by moving low enrollment core courses into the elective category thereby allowing students more flexibility in the elective opportunities.

The Graduate Seminar course is proposed to be “required”. The seminar series allows students to be research active and to become participants in the dissemination of their research projects in a professional setting.

Two courses offered by the Department of Public Health are proposed to be included in the program’s core to help students explore Healthcare and Public Health sector of the Homeland Security.

We also propose to add courses offered by the Department of Environmental Health & Safety and the Department of Geology to the list of electives. These additional courses will allow for more research opportunities for the students and to explore security issues in the environmental health areas across the colleges.

These changes will allow students to complete the thesis in a more timely fashion by providing a more research focused program with several elective options.

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

Fall 2013

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

   Department of Physics and Astronomy: November 20, 2012
   OCSE Graduate Curriculum Committee: December 14, 2012
   Graduate Council: 01/10/2013
   University Senate: 

**Attachment:** Program Inventory Form
University College  
MA Leadership Dynamics  
Center for Leadership Excellence  
Proposal to Revise A Program  
(Action Item)

Contact Person: Nevil Speer  Nevil.speer@wku.edu  745-5959

1. Identification of program:
   1.10 Current program reference number: 0422
   1.11 Current program title: Master of Arts in Leadership Dynamics
   1.12 Credit hours: 30

2. Identification of the proposed program changes:
   Proposed changes include revision of program title, courses associated with program core and updated admission requirements.

   Proposed Program Changes
   General / Structural Changes
   • Title change from MA Leadership Dynamics to MA Leadership Studies
   • Change in admission requirements

   Specific Curriculum Changes
   • Course alternatives added to the core:
     o PS 520 added as an option
     o LEAD 575 added as an option
   • Course alternatives added to list of electives:
     o GER 501 added as an elective
     o GER 503 added as an elective
     o GWS 625 added as an elective

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Requirements of the MLD</th>
<th>Proposed Requirements for MLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core of required courses – 18 hours</strong></td>
<td></td>
</tr>
<tr>
<td>COMM 531: Global Leadership Communication</td>
<td></td>
</tr>
<tr>
<td>ECON 501: Survey of Economic Theory</td>
<td></td>
</tr>
<tr>
<td>EDFN 500: Research Methods OR SOCL 513: Methods of Social Research</td>
<td></td>
</tr>
<tr>
<td>LEAD 500: Effective Leadership Studies</td>
<td></td>
</tr>
<tr>
<td>LEAD 525: Leadership Ethics</td>
<td></td>
</tr>
<tr>
<td>LEAD 597: Capstone in Leadership Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Core of required courses – 18 hours</strong></td>
<td></td>
</tr>
<tr>
<td>• COMM 531: Global Leadership Communication OR PS 520: Elements of Public Administration OR LEAD 575: Special Topics in Leadership</td>
<td></td>
</tr>
<tr>
<td>• ECON 501: Survey of Economic Theory</td>
<td></td>
</tr>
<tr>
<td>• EDFN 500: Research Methods OR SOCL 513: Methods of Social Research</td>
<td></td>
</tr>
<tr>
<td>• LEAD 500: Effective Leadership Studies</td>
<td></td>
</tr>
<tr>
<td>• LEAD 525: Leadership Ethics</td>
<td></td>
</tr>
<tr>
<td>• LEAD 597: Capstone in Leadership Studies</td>
<td></td>
</tr>
<tr>
<td>Other courses may be utilized, on an individual basis, with prior approval of advisor.</td>
<td></td>
</tr>
<tr>
<td>Current Requirements of the MLD</td>
<td>Proposed Requirements of the MLS</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>General Electives (12 hours)</strong></td>
<td><strong>General Electives (12 hours)</strong></td>
</tr>
<tr>
<td>ADED611: Adult Development and Learning</td>
<td>ADED611: Adult Development and Learning</td>
</tr>
<tr>
<td>AMS520: Resource Management or AMS671 Quality Management</td>
<td>AMS520: Resource Management</td>
</tr>
<tr>
<td>BA505: Survey of Accounting Principles</td>
<td>BA505: Survey of Accounting Principles</td>
</tr>
<tr>
<td>BA592: Special Topics In Business</td>
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</tr>
<tr>
<td>CNS555: Social and Cultural Diversity</td>
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<tr>
<td>CNS585: Leadership and Administration in Student Affairs</td>
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<tr>
<td>COMM561: Multinational Business Communication</td>
<td>COMM561: Multinational Business Communication</td>
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<tr>
<td>COMM565: Communication and Conflict</td>
<td>COMM565: Communication and Conflict</td>
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<tr>
<td>COMM587: Mediation and Negotiation in Intercultural Settings</td>
<td>COMM587: Mediation and Negotiation in Intercultural Settings</td>
</tr>
<tr>
<td>GEOG525: Seminar in Political Geography</td>
<td>GEOG525: Seminar in Political Geography</td>
</tr>
<tr>
<td>HCA540: Health Care Organization and Administration</td>
<td>HCA540: Health Care Organization and Administration</td>
</tr>
<tr>
<td>LEAD575: Special Topics in Leadership</td>
<td>LEAD575: Special Topics in Leadership</td>
</tr>
<tr>
<td>PS520: Elements of Public Administration</td>
<td>PS520: Elements of Public Administration</td>
</tr>
<tr>
<td>PS538: Ethics and Bureaucracy</td>
<td>PS538: Ethics and Bureaucracy</td>
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<tr>
<td>PS541: Public Personnel Administration</td>
<td>PS541: Public Personnel Administration</td>
</tr>
</tbody>
</table>

Other electives may be utilized, on an individual basis, with prior approval of advisor

<table>
<thead>
<tr>
<th>Current Admission Requirements</th>
<th>Proposed Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students seeking admission to the MA in Leadership Dynamics have two options:</td>
<td>Students seeking admission to the MA in Leadership Dynamics have several options:</td>
</tr>
<tr>
<td>1. Submit GRE scores and meet GAP requirements, or</td>
<td>1. Submit GRE scores and meet GAP requirements</td>
</tr>
<tr>
<td>2. Submit GMAT scores of at least 400 and an overall undergraduate grade point average of 2.75 / 4.0</td>
<td>2. Submit GMAT scores of at least 400 and an overall undergraduate grade point average of 2.75 / 4.0</td>
</tr>
<tr>
<td></td>
<td>3. Seek alternative admission through successful completion of 12 hours of coursework associated with completion of Graduate Leadership Certificate (GRE or GMAT required if within three years of completing undergraduate degree)</td>
</tr>
<tr>
<td></td>
<td>4. GRE requirement waived for students more than three years out from undergraduate degree – admission based on documentation of completion of bachelor’s degree from an</td>
</tr>
</tbody>
</table>
accredited institution with cumulative overall undergraduate GPA of 2.75 AND 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate) along with
a. Letter of intent
b. Three (3) letters of reference

4. Rationale for the proposed program change:

Course changes: Addition of PS 520 and LEAD 575 provides students more flexibility to meet their specific career aspirations around a fundamental set of courses and simultaneously also facilitates better matriculation options given inherent scheduling conflicts associated with managing a multi-disciplinary program.

Admission requirements: Initial creation of the degree program was designed for working professionals with relatively sizeable time gap from completion of a bachelor’s degree. In many of those instances, GRE is not reflective of student commitment and/or capability to be successful in the program. As such, the requirement is being waived to meet the needs of those students.

Title change: The proposed title change makes degree more consistent with program change to School of Leadership Studies.

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

Effective Implementation: Fall semester, 2013

6. Dates of prior committee approvals:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Leadership Studies</td>
<td>August 1, 2012</td>
</tr>
<tr>
<td>UC Graduate Curriculum Cmte</td>
<td>December 15, 2012</td>
</tr>
<tr>
<td>Graduate Council</td>
<td>January 10, 2013</td>
</tr>
<tr>
<td>University Senate</td>
<td></td>
</tr>
</tbody>
</table>
University College
Master of Arts in Leadership Dynamics (MLD)
Proposal to Revise A Program
(Proposal Date: August 1, 2012)
(Action Item)

Contact Person: Nevil Speer  nevil.speer@wku.edu  745-5959

1. **Identification of program:**
   1.1 Current program reference number: 0422
   1.2 Current program title: Master of Arts in Leadership Dynamics
   1.3 Credit hours: 30

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

   NAVITAS provides international students with a semester of graduate courses in its PMP program, allowing time for students to become accustomed to the US academic environment. The 9 credit hours of courses required in the PMP include a foundational research methods course (EDFN 500), a leadership and communications skills course (LEAD 500), and an academic writing/reading course—areas that will specifically help prepare the students to do well in the MLD program. The MLD program agrees to waive the GRE or GMAT with the condition that the candidate completes the NAVITAS PMP and earns a 3.0 or higher GPA and a “B” or higher in LEAD 500.

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>Current Admission Requirements for Students</th>
<th>New Admission Requirements for International Students who Enroll through NAVITAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completion of a baccalaureate degree from an accredited institution or its equivalent</td>
<td>1. Completion of a baccalaureate degree from an accredited institution or its equivalent, as determined by admission to NAVITAS Pre-Masters Program (PMP)</td>
</tr>
<tr>
<td>2. Two options: a. Submit GRE scores and meet GAP requirements, or b. Submit GMAT scores of at least 400 and an overall undergraduate grade point average of 2.75/4.0</td>
<td>2. GRE and GAP are waived upon successful completion of the PMP with a 3.0 or higher GPA in 9 hours of courses taken in the NAVITAS PMP. The candidate must earn a “B” or better in LEAD 500 while in the PMP in NAVITAS.</td>
</tr>
<tr>
<td>3. No additional English requirement other than what is reflected in GRE, GAP or GMAT scores above</td>
<td>3. Meets English requirements with an IELTS score of 6.0, or the equivalent for entry into the PMP, or successful completion of the Navitas English language curriculum prior to starting the Navitas PMP</td>
</tr>
</tbody>
</table>

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

   The Master of Arts in Leadership Dynamics (MLD) is requesting the GRE or GMAT requirement be waived for NAVITAS international students. The program will utilize NAVITAS admission requirements along with successful completion of one semester in the PMP program and meeting PMP program requirements.

   Exposure to a semester of graduate level courses taught in English should enhance language skills of the student candidate and serve as an adequate indicator of subsequent success in the MLD program. The PMP therefore serves as an assessment of student performance, and a student will be guaranteed admission to the MLD program upon successful completion of the PMP.
The MLD Program requests that admissions requirements for NAVITAS students be listed in a separate section in the Graduate Catalog to distinguish between regular requirements and those for NAVITAS students. The NAVITAS option does not appear on the departmental website or in the Graduate Catalog.

5. Proposed term for implementation and special provisions (if applicable): Summer Term 2013

6. Dates of prior committee approvals:

   School of Leadership Studies   August 1, 2012
   University College Graduate Curriculum Committee   December 15, 2012
   Graduate Council   January 10, 2013
   University Senate

Attachment: Program Inventory Form