WKU

Graduate Council
Agenda—April 23, 2015
2:00 pm - Academic Affairs Conference RM 239

I. Consideration of the March 19, 2014 minutes

II. Public Comment

III. Reports

    a. Graduate Faculty Report

    b. Student Research Grant Report

    c. Policy Committee Report

        i. Senate Charter Revisions

        ii. Graduate Council Guidelines – Article I

    d. Graduate Dean's Report

IV. Old Business

    a. Curriculum Proposals

College of Health and Human Services	
Action	Create a New Course SWRK 679 Professional Social Work Writing Seminar Contact: Patricia Derosiers, patricia.derosiers@wku.edu, (270) 745-8749

V. New Business

    a. Curriculum Proposals

College Education and Behavioral Sciences	
Action	New Course PSY 651 Biological Bases of Behavior for the Applied Psychologist Contact: Rick Grieve, rick.grieve@wku.edu 5-4417
Action	New Course PSY 862 Advanced Psychotherapy Interventions Contact: Rick Grieve, rick.grieve@wku.edu 5-4417
Action	Revise Program 0435 MAE Secondary Education for Teacher Leaders Contact: Rebecca Stobaugh, rebecca.stobaugh@wku.edu, 5-4497
Action	Revise Program 0438 MAE Special Education for Teacher Leaders: MSD Contact: Gail Kirby, gail.kirby@wku.edu, 5-3746

College of Health and Human Services	
Action	Revise a Program 0454 Master of Science in Kinesiology Contact: Keri Esslinger, keri.esslinger@wku.edu; 745-6038
Ogden College of Science and Engineering	
Consent	Delete a Course GEOG 473G Cave and Karst Environment Contact Person: Leslie North, leslie.north@wku.edu, 5-5982
Consent	Delete a Course GEOG 488G Rural Planning Contact Person: Leslie North, leslie.north@wku.edu, 5-5982
Action	Revise a Course GEOG 417G GIS Analysis & Modeling Contact Person: Jun Yan, jun.yan@wku.edu, 5-4555
Action	Revise a Course GEOG 419G GIS Programming Contact Person: Jun Yan, jun.yan@wku.edu, 5-4555
Action	Revise a Course GEOS 500 – Geoscience Research and Literacy Contact Person: David Keeling, david.keeling@wku.edu, 5-4555
Action	Revise a Course GEOS 555 – Global Environmental Change Contact Person: Leslie North, leslie.north@wku.edu, 5-5982
Action	Revise a Course GEOS 571 Quality of Life: Environmental Problems and Ecological Solutions Contact Person: Leslie North, leslie.north@wku.edu, 5-5982
Action	Revise a Program 072 Master of Science in Geoscience Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

VI. Announcements/Adjourn

Create a New Course
(Action)

Date: February 4, 2015

College, Department: CHHS, Social Work

Contact Person: Jay Gabbard, jay.gabbard@wku.edu, (270) 745-8749

Patricia Desrosiers, patricia.desrosiers@wku.edu, (270) 745-4557

1. **Proposed course:**

    1.1   Course prefix and number: SWRK 679

    1.2   Course title: Professional Social Work Writing Seminar

    1.3   Abbreviated course title: Prof. SW Writing Seminar

    1.4   Credit hours: 3

    1.5   Variable credit (yes or no): No

    1.6   Repeatable (no) for total of _0__ hours

    1.7   Grade type: Standard Letter Grading

    1.8   Prerequisites: None

    1.9   Corequisites: None

    1.10   Course description: Common social work writing tasks include documentation of client services, psychosocial assessments including diagnostic impressions, court reports often including recommendations for removal of children or jail time, grant proposals, and additional discipline specific writing requirements. This course will help students develop advanced social work writing skills in these areas critical for successful advanced professional practice.

    1.11   Course equivalency: None

2. **Rationale:**

    2.1   Reason for developing the proposed course: The Council on Social Work Education (CSWE) identifies the practice behavior: "demonstrate effective oral and *written communication* in working with a wide range of clients and systems" as a required social work skill. Over the years, Drs. Desrosiers and Gabbard have observed (and this trend is clearly manifest in the professional literature in a number of allied health disciplines) that often social work students graduate without the advanced writing skills that they need for success in professional practice. To proactively address this issue, the professors applied for and received an internal research grant through WKU DELO/OLRO to develop and test the efficacy of an advanced professional writing course for social work students. The model espoused in the course is predicated on one currently in place in the MSW program at Spalding University, where the lead professor in this course is a recognized expert in the area. Due to the unique writing requirements of social work professionals, these skills are not conducive to being taught (and have not been taught) in other department's required or elective courses. It is also a false assumption that these skills can be adequately covered in core courses that are more focused on clinical proficiency than advanced proficiency in professional and technical writing skills. Improving professional writing skills through this social work specific elective will not only facilitate successful student outcomes, but will also positively impact the professionalism of future social workers, a primary goal of our MSW program.

    2.2   Relationship of the proposed course to other courses at WKU: There are many graduate level Thesis Research and Writing courses available in various graduate programs throughout WKU including CNS 599, NURS 599, SOC 599, and PSY 599. These courses provide faculty guidance for independent research projects, and the unstructured nature of these courses is very different

than SWRK 679. In addition, ENG 501 – Graduate Writing Workshop and ENG 502 – Graduate Directed Writing are offered in the English Program and provide a master's level experience for students with varied writing interests. None of these courses offer discipline specific skills for professional social work practice, which is the primary rationale for the development of this course. The unique nature of this allied health discipline **necessitates a writing course** that is more germane to the profession of social work and not broadly applied to non-applied fields of inquiry.

3. **Discussion of proposed course:**
   3.1   Schedule type: S
   3.2   Learning Outcomes:

   Students will :
   - Identify and articulate the importance of advanced professional writing skills in social work practice.
   - Evaluate their current writing proficiency across various modalities of professional social work writing.
   - Critically examine the steps of the writing process and apply them to professional social work writing.
   - Assess the quality of a research reference within the context of professional social work literature.
   - Develop skills both in self and peer review that they can use in direct practice.
   - Identify and correct writing errors in professional documents.
   - Hone skills beneficial to advanced policy and grant writing initiatives.
   - Utilize a writing rubric developed by a social work writing expert to assess the quality of their writing

   3.3   Content outline (including Assignments):
   - Self-Introduction Letter (including discussing importance of advanced writing skills in social work practice)
   - The Language of Social Work Writing
   - Discussion of Plagiarism and its ramifications in the *NASW Social Work Code of Ethics*
   - Review of a Social Work Writing Rubric (Grise-Owens & Crum, 2012)
   - Identification of Common Professional Writing Errors and How to Avoid Them
   - Self-Assessment in the Writing Process
   - Advanced Critical Thinking Skills in Social Work Direct Practice and Professional Writing
   - Peer Review and Revision in Social Work Practice
   - The Writing Process (Prewriting, Outlining, Drafting, Self & Peer Review, Revision)
   - Dissemination of Writing in Appropriate Social Work (and Allied Health) Modalities

   3.4   Student expectations and requirements: Students will engage in online discussion forums and peer review processes, complete Blackboard assignments (including formal business letters, client reports, and research reports), and complete exams based on course readings, video lectures, online video content, case studies, and their own research.
   3.5   Tentative texts and course materials:

   Required Texts:

American Psychological Association (2010) *Publication manual of the American*
   Psychological Association (6th ed.). Washington, DC: Author.

Weisman, D., & Zornado, J. L. (2013). *Professional writing for social work*
   practice. New York: Springer.

References:

Alter, C., & Adkins, C. (2006). Assessing student writing proficiency in graduate schools of social work. *Journal of Social Work Education, 42(2), 337-354.*

Alvarez, I., Espasa, A., & Guasch, T. (2012). The value of feedback in improving collaborative writing assignments in an online learning environment. *Studies in Higher Education*, *37*(4), 387-400. doi:10.1080/03075079.2010.510182.

Blake, K. R. (2000). Using the World Wide Web to teach news writing online. *Journalism & Mass Communication Educator*, *55*(1), 4-13.

Brescia Jr., W. F., & Miller, M. T. (2005). Enhancing graduate students' performance as threaded discussion leaders in a web-based proposal-writing course. *Quarterly Review of Distance Education*, *6*(4), 385-396.

Brotherton, L. (2010). Developing the online developmental writing course. Retrieved from: http://www.ion.uillinois.edu/courses/instructors/guestlectures/lbrotherton/index.asp.

Carbone, N. (September, 2005). TechNotes: Teaching writing in an online worked. Retrieved from: http://ncarbone.blogspot.com/TeachingWriting/2005/09/notes-on-creating-online-writing-class.html.

Coit, C. (2004). Peer review in an online college writing course. *International Conference on Advanced Learning Technologies,* 1-2.

Cone, P. H., & Dover, L. V. (2012). Shaping how graduate nursing students write. *Nursing Education Perspectives, 33(4)* 272-273.

Council on Social Work Education. (2008). Educational Policy and Accreditation Standards. Washington, DC: Author. Retrieved from http://www.cswe.org/File.aspx?id=13780

Grise-Owens, E., & Crum, K. (2012). Teaching writing as a professional practice skill: A curricular case example. *Journal of Social Work Education,* 48(3), 517-536. doi: 10.5175/JSWE.2012.201000030.

Hewett, B. L., & Ehmann, C. (2006). Preparing educators for online writing   instruction: Principles and processes. *Quarterly Review of Distance Education,* 7(1), 113-116.

Johnson, P. (2003). What happens when teaching writing online? Retrieved from: http://www.mhhe.com/socscience/english/tc/johnson/JPJohnsonModule.htm

Karten, K. (2003). 30 ideas for teaching writing. *National Writing Project.* Retrieved from: http://www.nwp.org/cs/public/print/resource/922.

Kinloch, V., & Imig, S. (2010). Writing rewired: Teaching writing in an online setting. *English Journal*, *99*(3), 80-83.

Kuriloff, P. C. (2004). Rescuing writing instruction: How to save time & money with technology. *Liberal Education*, *90*(4), 36-41.

Matveeva, N. (2008). Teaching intercultural communication in a basic technical writing course: A survey of our current practices and methods. *Journal of Technical Writing & Communication*, *38*(4), 387-410. doi:10.2190/TW.38.4.e.

Online Classrooms. (2005). Self-assessment in online writing course focuses students on the learning process. *Magna Publications Inc,* 1-3.

Purdue University. (2014). *Online Writing Lab.* Retrieved from https://owl.english.purdue.edu/owl/

Rai, L. (2004). Exploring literacy in social work education: A social practices approach to student writing. *Social Work Education*, *23*(2), 149-162. doi:10.1080/0261547042000209170.

Roberts, S. T., & Goss, G. (2009). Use of an online writing tutorial to improve writing skills in nursing courses. *Nurse Educator*, *34*(6), 262-265.

Sallee, M., Hallett, R., & Tierney, W. (2011). Teaching writing in graduate school. *College Teaching, 59,* 66-72. doi: 10.1080/87567555.2010.511315.

Soria, K. M., & Weiner, B. (2013). A "Virtual Fieldtrip": Service Learning in Distance Education Technical Writing Courses. *Journal of Technical Writing &Communication*, *43*(2), 181-200. doi:10.2190/TW.43.2.e.

Stine, L. (2004). The best of both worlds: Teaching basic writers in class and online. *Journal of Basic Writing*, *23*(2), 49-69.

Western Kentucky University. (2014). *The Writing Center. General advice and key characteristics. Writing in Social Work*, *1-5*. Retrieved from http://www.wku.edu/writingcenter/

Wiener, D. R. (2012). Enhancing critical reflection and writing skills in the HBSE classroom and beyond. *Journal of Teaching In Social Work*, *32*(5), 550-565. doi:10.1080/08841233.2012.722183

Wolf, A., Gilmer, C., & Caverly, D. C. (2011). Techtalk: The community of inquiry model for a developmental writing classroom. *Journal of Developmental Education*, *35*(1), 38-39.

4.   Budget implications:

   4.1   Proposed method of staffing: Part of faculty workload or winter/summer DELO offering. Two full-time faculty developed this course and are prepared to teach it as needed.

   4.2   Special equipment, materials, or library resources needed: N/A

5.   Term for implementation: Summer 2015

6.   Dates of committee approvals:

MSW Program	2/4/2015
Department of Social Work	2/9/2015
CHHS College Curriculum Committee	2/23/2015
Graduate Council	
University Senate	

**New course proposals require a <u>Course Inventory Form</u> be submitted by the College Dean's office to the Office of the Registrar.

Create a New Course
(Action)

Date: April 9, 2015
College, Department: College of Education and Behavioral Sciences
                          Department of Psychology
Contact Person: Rick Grieve, Ph.D., rick.grieve@wku.edu , (270) 745-4417

1. **Proposed course:**
    1.12   Course prefix (subject area) and number: PSY 651
    1.13   Course title: Biological Bases of Behavior for the Applied Psychologist
    1.14   Abbreviated course title: Biological Bases of Behavior
    1.15   Credit hours: 3
    1.16   Variable credit (yes or no): No
    1.17   Repeatable (yes or no) for total of ___ hours: No. 3 hours total
    1.18   Grade type: Standard letter grade
    1.19   Prerequisites: Acceptance to a graduate program in the Department of Psychology or by
            permission of instructor
    1.20   Corequisites: None
    1.21   Course description: Basic neural anatomy and functioning and biological systems will be
            presented along with the effect those systems have on behavior. Effective applied interventions for
            people who have problems with these areas will be covered.
    1.22   Course equivalency: None

2. **Rationale:**
    2.3   Reason for developing the proposed course:
            An understanding of the biological bases of behavior is fundamental to functioning as an applied
            psychologist. This course will expose master's students to clinically-significant issues in the study
            of physiological psychology. Further, the state Board of Examiners in Psychology requires that
            those who wish to be licensed in Psychology in the state of Kentucky must have a course on the
            biological bases of behavior. This course fulfills the requirement. Further, given the applied focus
            of the program, there is a need for a course that moves beyond simple recitation of the physical
            systems of neuroanatomy. The National Institute of Mental Health approach has adopted a
            symptom cluster approach to the study of mental disorders such that disorders with similar
            underlying biological strata are grouped together. This course will follow the NIMH approach.
    2.4   Relationship of the proposed course to other courses at WKU:
            At the graduate level, the Department of Psychological Sciences offers **PSYS 567 Advanced
            Physiological Psychology**, which provides an overview of the functioning of the brain from a
            research perspective. The current class will focus on application and treatment for those who have
            various neurological conditions (e.g., brain injury) and have disorders that are treated via
            psychotropic medication and will be designed for psychological practitioners.

3. **Discussion of proposed course:**
    3.6   Schedule type: L (standard lecture)
    3.7   Learning Outcomes:
            At the conclusion of the course, the students will be able to describe:
            - the basics of neural structure and formation;

- the basic anatomy and function of the central nervous system;
- the functional impact on behavior for various biological systems, including: perceptual systems (vision), motor systems, and homeostatic and reproductive systems;
- the impact of physiological function on such behaviors as emotion, learning and memory, and selected psychological disorders;
- the NIMH symptom cluster approach

3.8   Content outline:

The following is the general outline this course will follow.

- Introduction—Major Issues
  - Evolution
  - Philosophies
  - NIMH symptom cluster approach
- Function of neurons
  - Neuron structure and function
  - Ions and electrical properties
  - Resting and action potentials
- Communication between neurons
  - Nerve synapses and neurotransmitters
  - Neurotransmitter storage and use
  - Postsynaptic receptors
  - Neurotransmitter removal
- Neural anatomy
  - Central Nervous System
  - Peripheral Nervous System
  - Autonomic Nervous System
  - Sympathetic and Parasympathetic Nervous Systems
- Symptom Clusters and Biology
  - Sleep
    - Circadian rhythms and stages
    - Abnormalities of sleep
  - Enteric System
  - Sexual Disorders, Sexual Dysfunction, and Reproductive behaviors
    - Basic organ systems and genetics
    - Hormonal control
    - Neural control
  - Intellectual Deficiency, Learning Disorders, and Memory
  - Language Development and Language Disorders
  - Schizophrenia and Affective Disorders
  - Anxiety and Mood Disorders
  - ADHD
  - Substance Use Disorders

3.9   Student expectations and requirements:

Students will be evaluated on their:

• performance in completing assignments, quizzes, and examinations;

• quality of oral presentations, and

• ability to organize and synthesize material in a written term paper.

3.10   Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

- Carlson, N. R. (2013). *Physiology of behavior* (11th ed.). Essex, England: Pearson Education Limited.
- Parsons, M. W., & Hammeke, T. E. (2014). *Clinical neuropsychology: A pocket handbook.* Washington, D.C.: American Psychological Association.
- Sussman, R. W. (1999). *The biological bases of human behavior*. New York, NY: Allyn & Bacon.
- Zilmer, E. A. (2007). *Principles of neuropsychology.* New York, NY: Cengage.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, Journal of Clinical and Consulting Psychologists, Behavioral Neuroscience*, *Experimental and Clinical Psychopharmacology, Clinical Psychology: Research and Practice, Neuropsychology,* and *Psychological Bulletin*.

4.   Budget implications:

4.2   Proposed method of staffing:

Currently, there is a faculty member on the Elizabethtown Campus who will teach the   course as an interactive television course. We will be hiring four new faculty members in   clinical and school psychology. It is anticipated that one of these hires will have the requisite expertise to offer the course as well.

4.2   Special equipment, materials, or library resources needed: None

5.   Term for implementation: Fall 2015

6.   Dates of committee approvals:

Department	**March 20, 2015**
College Curriculum Committee	**April 7, 2015**
Professional Education Council (if applicable)	**April 8, 2015**
Graduate Council	
University Senate	

**New course proposals require a <u>Course Inventory Form</u> be submitted by the College Dean's office to the Office

Create a New Course
(Action)

Date: April 9, 2015

College, Department: College of Education and Behavioral Sciences

                           Department of Psychology

Contact Person: Rick Grieve, Ph.D., rick.grieve@wku.edu , (270) 745-4417

1. **Proposed course:**

   1.1   Course prefix (subject area) and number: PSY 862

   1.2   Course title: Advanced Psychotherapy Interventions

   1.3   Abbreviated course title: ADV PSYCHOTHERAPY

   1.4   Credit hours: 3

   1.5   Variable credit (yes or no): No

   1.6   Repeatable (yes or no) for total of ___ hours: Yes. 6 hours total

   1.7   Grade type: Standard letter grade

   1.8   Prerequisites: Acceptance to the Doctor of Psychology in Applied Psychology program or by permission of instructor.

   1.9   Corequisites: None

   1.10   Course description: Practice in evidence-based, contemporary psychotherapy techniques. Students will learn advanced techniques to complement existing therapeutic skills.

   1.11   Course equivalency: None

2. **Rationale:**

   2.1   Reason for developing the proposed course:

          Psychotherapy is an integral component in the career of Licensed Psychologists who work in the community. This course will allow students in the Doctor of Psychology in Applied Psychology program to practice sophisticated psychotherapy techniques under supervision to more extensively develop their therapy skills.

   2.2   Relationship of the proposed course to other courses at WKU:

          This course is similar to PSY 592 Internship, which is taken by students in the clinical psychology MA program and the school psychology EdS program; however, the proposed class is intended to serve as advanced practice for doctoral-level students. In addition, the proposed class is similar to PSY 662, Practicum in Psychology; again, however, the proposed class is designed for doctoral-level students. It is also similar to PSY 791, Advanced Psychological Practice, which is a practicum class, and PSY 895 Pre-doctoral Internship. However, the proposed course will specifically focus on advancing psychotherapy skills, whereas the preceding courses focus on the entirety of clinical practice.

          Many applied programs within the university offer graduate level therapy or intervention courses at the Masters level designed to enhance skills and performance within each discipline (e.g., CNS 558 Theories of Counseling, CNS 554 Group Counseling, CNS 568 Counseling Children and Adolescents, CNS 583 Marriage Therapy, CNS 569 Play Therapy, SWRK 620 Advanced Psycho-Social Approaches for Rural Practice, SWRK 622 Advanced Social Work Practice with Families). However, these courses are not designed for doctoral-level students. The goal of the proposed course is to develop therapy skills at a higher level than is typically done at the master's level of training.

3. Discussion of proposed course:

    3.1   Schedule type: A (Applied Learning)

    3.2   Learning Outcomes:

            At the conclusion of the course, the students will be able to:

- describe advanced intervention procedures for mental health disorders;
- explain advanced intervention techniques;
- perform advanced intervention techniques;
- measure client progress while using advanced intervention techniques;
- describe ethical considerations for the use of advanced intervention techniques;
- develop appropriate treatment plans that incorporate the advanced therapy techniques.

    3.3   Content outline:

            Students in this course will be expected to carry a client case load, so the majority of the instruction will be done via a supervision setting. The following is a general outline of the didactic material to be presented.

- Overview/Expectations
- Review of Basic Therapy Techniques
- Instruction on Advanced Therapy Techniques (i.e., Motivational Interviewing, Mindfulness, Acceptance and Commitment Therapy, Dialectical Behavioral Therapy)
- Evaluation of the Effectiveness and Client Progress
- Ethics and Supervision Issues

    3.4   Student expectations and requirements:

    3.5   Students will be evaluated on their ability to:

            • conceptualize the underlying issues behind a client presenting for therapy;

            • create appropriate treatment plans for client issues;

            • deliver appropriate advanced psychotherapy techniques;

            • complete appropriate documentation for the client while incorporating the advanced psychotherapy techniques into the documentation;

            • appropriately assess client progress toward goals set using the advanced psychotherapy techniques.

    3.6   Tentative texts and course materials:

            Required texts could be drawn from the following, or similar textbooks:

- Hayes, S. C. (2005). *Get out of your mind and into your life: The new acceptance and commitment therapy.* Oakland, CA: New Harbinger Publications.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and commitment therapy: The process and practice of mindful change* (Second Edition). New York, NY: Guilford Press.
- Koerner, K. (2011). *Doing dialectical behavior therapy: A practical guide.* New York, NY: Guilford Press.
- Miller, W. R., & Rollnick, S. (2012). *Motivational interviewing: Helping people change* (Third Edition). New York, NY: Guilford Press.
- Pollack, S. M., Pedulla, T., & Siegel, R. D. (2014). *Sitting together: Essential skills for mindfulness-based psychotherapy.* New York, NY: Guilford Press.
- Rollnick, S., & Miller, W. R. (2008). *Motivational interviewing in health care: Helping patients change behavior.* New York, NY: Guilford Press.
- Van Dijk, S. (2013). *DBT made simple: A step-by-step guide to dialectical behavior therapy.* Oakland, CA: New Harbinger Publications.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, Behavior Therapy; Clinical Psychology: Research and Practice; Journal of Clinical and Consulting Psychologists, Psychological Bulletin,* and *Psychotherapy*.

4.   Budget implications:

    4.1   Proposed method of staffing:

     Currently, there are two clinical psychology faculty members and two school psychology faculty who could teach this course; all of these faculty are licensed as Psychologists with   the Health Service Provider designation. The department is in the process of hiring four   additional faculty for the Doctor of Psychology in Applied Psychology program. These   faculty could teach this class if interested. However, even without additional faculty, this course could be taught every two years, combining two cohorts of students. This could   be arranged by current faculty teaching one less undergraduate course every two years.

    4.2   Special equipment, materials, or library resources needed: None

5.   Term for implementation: Fall 2015

6.   Dates of committee approvals:

Department	<u>**March 20, 2015**</u>
College Curriculum Committee	<u>**April 7, 2015**</u>
Professional Education Council (if applicable)	<u>**April 8, 2015**</u>
Graduate Council	
University Senate	

***New course proposals require a <u>Course Inventory Form</u> be submitted by the College Dean's office to the Office of the Registrar.*

Revise a Program
(Action)

Date: 2/19/15
College: College of Education and Behavioral Sciences
Department: School of Teacher Education
Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 270-745-4497

1. **Identification of program:**
    1.1   Reference number: 0435
    1.2   Program title: Master of Arts in Education: Secondary Education for Teacher Leaders

2. **Proposed change(s):**
    2.1 ☐ title:
    2.2 ☐ admission criteria:
    2.3 ☐ curriculum:
    2.4 ☒ other: Correct error in hours for Specialization Component

3. **Detailed program description:**

Existing Program	Revised Program
Admission Requirements Criteria vary, depending on the student's undergraduate institution and GPA: • _Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). • _Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application. • _Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) + (GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.	**Admission Requirements** Criteria vary, depending on the student's undergraduate institution and GPA: • _Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). • _Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application. • _Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) + (GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.

• _Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Degree Requirements (30 -37 hours)
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.
The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.
The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.
An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.
During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).
Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics,

physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Core - 10-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
*TCHL 545 Classroom Instructional Strategies and Management (3 hours) *TCHL 555 School and Classroom Assessment (3 hours) TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)
All students must complete these courses or pass proficiency evaluations for these courses.
Specialization Component 21 hours
Advisor-approved content-focused courses (6 hours)
Electives (15 hours)

With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second

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physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Core - 10-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
*TCHL 545 Classroom Instructional Strategies and Management (3 hours) *TCHL 555 School and Classroom Assessment (3 hours) TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)
All students must complete these courses or pass proficiency evaluations for these courses.
Specialization Component -15- 21 hours
Advisor-approved content-focused courses (6 hours)
Electives (9-15 hours)

With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second

Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.	Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.

4. **Rationale:** This corrects a range of hours that was missing in the Specialization Component.

5. **Proposed term for implementation:** Summer 2015

6. **Dates of committee approvals:**

    Department   **03/20/2015**

    College Curriculum Committee   **04/07/2015**

    Professional Education Council (if applicable)   **04/08/2015**

    Graduate Council

    University Senate

Revise a Program
(Action)

Date: April 7, 2015
College: College of Education and Behavioral Sciences
Department: School of Teacher Education
Contact Person: E. Gail Kirby, 745-3746, gail.kirby@wku.edu

1. **Identification of program:**
   1.1   Reference number: #0438
   1.2   Program title: Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities

2. **Proposed change(s):**
   2.1 ☐ title:
   2.2 ☐ admission criteria:
   2.3 ☒ curriculum: 1) Revising admission requirement to include those students holding Learning and Behavior Disorders Certification; 2) revising program curriculum to include two specific pathways depending on whether applicants already hold MSD or LBD certification, and; 3) To revise the TCHL courses according to the new TCHL curriculum as revised in 2014.
   2.4 ☐ other:

3. **Detailed program description:**

Existing Program	Revised Program
(Insert existing program language) Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities, Ref. #0438	(Identify deletions by strike-through and highlight additions.) Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities, Ref. #0438
Admission Requirement: *(Criteria vary, depending on the student's undergraduate institution and GPA):* ***The Exceptional Education program area offers courses and experiences for the advanced preparation of Exceptional Education teachers in Moderate and Severe Disabilities and for those seeking additional certification in Moderate and Severe Disabilities.*** • Teaching certificate in Exceptional Education MSD * must be submitted or statement of eligibility with their applications. 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the	Admission Requirement: *(Criteria vary, depending on the student's undergraduate institution and GPA):* ***The Exceptional Education program area offers courses and experiences for the advanced preparation of Exceptional Education teachers in Moderate and Severe Disabilities and for those seeking additional certification in Moderate and Severe Disabilities who already hold LBD certification.*** • Teaching certificate in Exceptional Education MSD or Exceptional Education LBD must be submitted or statement of eligibility with their applications. 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must

certificate or statement of eligibility with their applications.

3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.
**Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. *For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.*

Degree Requirements – 37–40 hours

Teacher Leader Professional Education Core Courses 9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

submit a copy of the certificate or statement of eligibility with their applications.

3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.
**Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. *For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.*

Degree Requirements—30- 37 hours

Teacher Leader Professional Education Core Courses 9-16 hours
  TCHL 500 – Foundations of Teacher Leadership (3 hours)
    TCHL 500 is a required course and is a prerequisite to all other courses
  TCHL 530 – Curriculum Development (3 hours)
  TCHL 545 Classroom Instructional Strategies and Management (3 hours)
  TCHL 555 School and Classroom Assessment (3 hours)
  TCHL 559 Action Research Design (1 hour)

~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~ ~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~ ~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~ TCHL 560 Action Research Capstone for Teacher Leaders (3 hours) NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.	**TCHL 560** – Action Research Capstone for Teacher Leaders (3 hours) *==TCHL530 and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.==* *==TCHL 545 and TCHL 555 are required for all students OR the student must pass proficiency evaluations for these Courses. Note that all programs must be at least 30 hours for a master's degree.==*
	Core Specialization Component ==for all students in the MSD Teacher Leader Program== 9 hours SPED 530 Advanced Assessment Techniques (3 hours) SPED 630 Special Education Law (3 hours) Internship (3 hours) SPED 595 Advanced Preparation Capstone SPED (3 hours)
~~Specialization Component 18 hours~~ ~~SPED 518 Issues in Behavior Management (3 hours)~~ ~~SPED 530 Advanced Assessment Techniques (3 hours)~~ ~~SPED 531 Advanced Prescriptive Teaching (3 hours)~~ ~~SPED 532 Families, Professionals, and Exceptionalities (3 hours)~~ ~~SPED 533 Seminar: Curriculum in LBD (3 hours)~~ ~~SPED 630 Special Education Law (3 hours)~~ ~~Internship (3 hours)~~ ~~SPED 595 Advanced Preparation Capstone SPED (3 hours)~~	==12 Hours Advanced Certification Pathway for those holding MSD Certification:== SPED 615 Instructional Strategies and Design in ASD (3 hours0 SPED 618 Social Skills Instruction and Behavioral Programming in ASD (3 hours) SPED 612 Collaboration with Schools and Agencies for Individuals with ASD (3 hours) SPED 619 Assistive Technology and Communication Interventions for Students with ASD (3 hours)
	==12 Hours Additional Certification Pathway for those holding LBD Certification:== SPED 535 Curriculum for MSD (3 Hours) SPED 518 Seminar: Contemporary Challenges in Special Education (3hours) SPED 532 Families, Professionals, and Exceptionalities (3 hours) SPED 619 Assistive Technology for ASD (3 hours)
Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification.) Students not currently teaching in a setting serving students with Learning and	Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking additional certification. Students not currently teaching in a setting serving students with ==Moderate and Severe Disabilities== must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject

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Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification	area and grade level for which they are seeking certification
Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.	Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.
Program Completion Requirements _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.	Program Completion Requirements _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.

4. **Rationale:** The faculty in special education is revising the program for MAE in MSD to include a pathway for those already certified in Learning and Behavior Disorders to add an additional certification of Moderate and Severe Disabilities. This will allow our undergraduate graduates in the upcoming new Elementary Education/Special Education dual certification program to enter our MAE program and add an additional certification in special education.

5. **Proposed term for implementation:** Fall 2015

6. **Dates of committee approvals:**

School of Teacher Education	**April 7, 2015**
CEBS College Curriculum Committee	**April 7, 2015**
Professional Education Council (if applicable)	**April 8, 2015**
Graduate Council	
University Senate	

Revise a Program
(Action)

Date: January 26th, 2015
College: College of Health and Human Services
Department: School of Kinesiology, Recreation and Sport
Contact Person: Keri Esslinger, keri.esslinger@wku.edu; 745-6038

1. **Identification of program:**
    1.1   Current program reference number: 0454
    1.2   Current program title: Master of Science in Kinesiology

2. **Proposed changes:**
    2.1 ☐ title:
    2.2 ☐ admission criteria:
    2.3 ☒ curriculum: Changes for the Teacher Leader Concentration only. *Note: The Exercise Science and Fitness Management concentrations are not changing.*
        o   Update of the Professional Education core to reflect changes already made by the College of Education.
        o   Addition of KIN 520 - Teaching Strategies in Physical Education to the Specialization component.
        o   Addition of RSA 534 - Facility Management to the Physical Education Specialization component.
        o   Deletion of KIN 501 - Research Methods in PE/KIN from the Physical Education Specialization component.
        o   Deletion of KIN 504 – Advanced Exercise Physiology
        o   Minimum hours to degree will increase by one, from 30 to 31 hours
    2.4 ☐ other:

3. **Detailed program description:**
*Note that a program revision proposal approved at the January 22, 2015 Senate deleted a concentration in Corporate Health Management.

Old Program*	New Program
The M.S. in Kinesiology program has ~~four~~ concentrations: Physical Education Teacher Leader, Exercise Physiology, and Fitness Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards.	The M.S. in Kinesiology program has <mark>three</mark> concentrations: Physical Education Teacher Leader, Exercise Physiology, and Fitness Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards.
The Exercise Physiology and Fitness Management concentrations do not lead to rank change for Kentucky teachers.	The Exercise Physiology and Fitness Management concentrations do not lead to rank change for Kentucky teachers.
Teacher Leader Admission Requirement	*Teacher Leader Admission Requirement*

Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission.

1. WKU Graduate: Automatic admission with a current teaching certificate in Physical Education or a statement of eligibility.

2. Graduate of a Kentucky Higher Education Institute other than WKU: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility.

3. Graduate of an Out-of-State Institution of Higher Education: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.
*GAP=(GRE-V+GRE-Q)+(undergraduate GPAx100)

The Physical Education Teacher Leader Concentration requires 9-16 credit hours of Professional Education Core, including 3 credit hours of Action Research; and 15 credit hours of Physical Education Specialization courses; a total minimum of 30 credit hours is required.

The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various communities and content areas to discuss and work on grade level challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy,

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Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission.

1. WKU Graduate: Automatic admission with a current teaching certificate in Physical Education or a statement of eligibility.

2. Graduate of a Kentucky Higher Education Institute other than WKU: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility.

3. Graduate of an Out-of-State Institution of Higher Education: A 2.75 GPA or higher or a *GAP score of 550. A current teaching certificate in Physical Education or a statement of eligibility.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.
*GAP=(GRE-V+GRE-Q)+(undergraduate GPAx100)

The Physical Education Teacher Leader Concentration requires 10-16 credit hours of Professional Education Core, including 3 credit hours of Action Research; and 15 credit hours of Physical Education Specialization courses; a total minimum of 30 credit hours is required.

The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy,

leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.

The second component is the specialization that allows the candidate to expand content, pedagogy, and/or leadership skills. This Physical Education Teacher Leader concentration consists of KIN ~~501~~, 503, ~~504~~, 505, and 508. This specialization allows for professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership,* students will complete an assessment process that will be used in determining which TCHL core courses they must take in the professional education core (see *Important Note* below). All students must complete TCHL ~~540, 544, 548, 550, 554, and 558~~ or pass proficiency evaluations for these courses. TCHL ~~500, 530, and 560~~ (or discipline-specific action research course), are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

~~Important Note:~~ ~~While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.~~

(Level I) Professional Education Core ~~9~~ 16 hours
TCHL 500 – Foundations of Teacher Leadership (3 Hrs)
TCHL 530 Curriculum Development (3 Hrs)
~~TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hr)~~

leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental and content areas.

The second component is the specialization that allows the candidate to expand content, pedagogy, and/or leadership skills. This Physical Education Teacher Leader concentration consists of KIN 503, 505, 508, 520, and RSA 534. This specialization allows for professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership,* students will complete an assessment process that will be used in determining which TCHL core courses they must take in the professional education core .All students must complete TCHL 500, 530, 545, 555, 559, and 560 or pass proficiency evaluations for TCHL 545 and 555. If the proficiency evaluations for TCHL 545 and 555 are passed, 6 hours of advisor approved electives will be needed to replace those courses.

(Level I) Professional Education Core – 10 - 16 hours
TCHL 500 – Foundations of Teacher Leadership (3 Hrs)
TCHL 530 Curriculum Development (3 Hrs)
TCHL 545 (3hr) – Classroom Instructional Strategies and Management

~~TCHL 554 – Student Assessment II: Standardized Testing (1 hr)~~ ~~TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hrs)~~ ~~TCHL 540 – Classroom Instruction: Instructional Strategies (1 hr)~~ ~~TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hr)~~ ~~TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hr)~~ TCHL 560 – Action Research for Teacher Leaders (3 Hrs)	<mark>TCHL 555 (3hr) - School and Classroom Assessment</mark> <mark>TCHL 559 (1hr) – Action Research Design</mark> TCHL 560 – Action Research Capstone for Teacher Leaders (3 Hrs)
Mid-Point Assessment Requirements: To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above PE or TCHL courses must be completed, *even if a candidate's program of studies does not include the courses.* Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.	Mid-Point Assessment Requirements: To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above PE or TCHL courses must be completed, *even if a candidate's program of studies does not include the courses.* Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.
<u>(Level II) Specialization Component—15 hours</u> ~~KIN 501 – Research Methods in Kinesiology (3 Hrs)~~ KIN 503– Advanced Motor Learning & Control (3 Hrs) ~~KIN 504 – Advanced Exercise Physiology (3 Hrs)~~ KIN 505 – Foundations of Curriculum Construction (3 Hrs) KIN 508 – Adaptive Physical Education (3 Hrs) <u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders 2. Present research results in a venue approved by the advisor. 3. Achieve a minimum 3.0 GPA in overall coursework.	<u>Level (II) Specialization Component—15 hours</u> KIN 503– Advanced Motor Learning & Control (3 Hrs) KIN 505 – Foundations of Curriculum Construction (3 Hrs) KIN 508 – Adaptive Physical Education (3 Hrs) <mark>KIN 520 – Teaching Strategies in Physical Education</mark> <mark>RSA 534 – Facility Management (3hrs)</mark> <u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders (3 hrs) 2. Present research results in a venue approved by the advisor. 3. Achieve a minimum 3.0 GPA in overall coursework.

4. **Rationale for the proposed program change:**
   - The proposed changes in the professional education core are focused on having curriculum in alignment with the Teacher Leader framework of the university and with the requirements of the Kentucky Education Professional Standards Board (EPSB), the entity which issues certificates for all Kentucky teachers.
   - The changes in the specialization component are in response to current needs of physical educators in the schools regarding safety and proper management of the learning environment, which in physical education

is a gymnasium facility, and in response to the addition of the research class in the professional education core.

- o TCHL 559 and TCHL 560 are both research-oriented courses and required in the Professional Education Core, therefore the KIN 501 is redundant for students thus being removed.
- o KIN 504 Advanced Exercise Physiology is being removed from the specialization component as the other courses being added will provide content assessed to be needed to enhance teaching and to offer flexibility in method of course delivery.
- o KIN 520 is being added to the specialization component as the course focuses on the physical education models in teaching and is not related to the instructional strategies and management offered in the core.
- o RSA 534 Facility Management is being added to the specialization component because of the current need for safer, better-managed physical education environments. There is very little room for this information in any of the undergraduate curriculum that specifically addresses managing your facility – yet when teachers are hired, they are ultimately responsible for the safety of the classroom environment. For physical education teachers the classroom can include any of the following: lunchroom/gymnasiums, large gymnasiums with extensive seating, outdoor courts and fields, climbing walls, weight rooms, locker rooms, and more. The teachers are ultimately responsible to know how to best manage their teaching in these environments in order to provide a safe environment. To best serve both the students and teachers, a course like this is a very important addition. This course will have an assignment specific to those students in the PE Teacher Leader program that requires them to complete a facility assessment of their current facility.

5. **Proposed term for implementation:** Fall 2015

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

School of Kinesiology, Recreation and Sport	02/06/2015
CHHS Graduate Curriculum Committee	02/23/2015
Professional Education Council	03/18/2015
Graduate Council	
University Senate	

<div align="center">

Course - Suspend/Delete/Reactivate
(Consent)

</div>

Date: 2/23/2015

Ogden College of Science and Engineering, Department of Geography and Geology

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. **Identification of course or program:**
    1.1   Current course prefix (subject area) and number: GEOG 473G
    1.2   Course title: Cave and Karst Environment

2. **Action (check one):** _____ suspend   __X_delete   __ reactivate

3. **Rationale:** Course no longer needed in the graduate program as topics are addressed in other courses.

4. **Effect on programs or other departments:** None known.

5. **Term of implementation:** 201530

6. **Dates of committee approvals:**

Department of Geography and Geology	2/27/2015
Ogden College Graduate Curriculum Committee	03/27/2015
Graduate Council	
University Senate	

*Proposals to suspend, delete or reactivate a course require a <u>Course Inventory Form</u> be submitted by the College Dean's office to the Office of the Registrar.

<div align="center">

Course - Suspend/Delete/Reactivate
(Consent)

</div>

Date: 2/23/2015

Ogden College of Science and Engineering, Department of Geography and Geology

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. **Identification of course or program:**
    1.1   Current course prefix (subject area) and number: GEOG 488G
    1.2   Course title: Rural Planning

2. **Action (check one):** _____ suspend   __X___ delete   _____ reactivate

3. **Rationale:** Course no longer needed in the graduate program as topics are addressed in other courses.

4. **Effect on programs or other departments:** None known.

5. **Term of implementation:** 201530

6. **Dates of committee approvals:**

Department of Geography and Geology	2/27/2015
Ogden College Graduate Curriculum Committee	03/27/2015
Graduate Council	
University Senate	

*Proposals to suspend, delete or reactivate a course require a <u>Course Inventory Form</u> be submitted by the College Dean's office to the Office of the Registrar.

Revise a Course
(Action)

Date: 2/23/2015
Ogden College of Science and Engineering, Department: of Geography and Geology
Contact Person: Jun Yan, jun.yan@wku.edu, 5-4555

1. **Identification of course**
    1.1   Course prefix (subject area) and number: GEOG 417G
    1.2   Course title: GIS ANALYSIS & MODELING

2. **Proposed change(s):**
    2.1   course number: GEOS 575
    2.2   course title:
    2.3   credit hours:
    2.4   grade type:
    2.5   prerequisites:
    2.6   corequisites:
    2.7   course description:
    2.8   other:

3. **Rationale for revision of course:** The Department is eliminating 4xxG courses and aligning all graduate courses in the 500-range in preparation for a proposed JUMP program.

4. **Term of implementation:** Spring 2016

5. **Dates of committee approvals:**

    Department of Geography and Geology   2/27/2015

    Ogden College Graduate Curriculum Committee   03/27/2015

    Graduate Council

    University Senate

*Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.

Revise a Course
(Action)

Date: 2/23/2015
Ogden College of Science and Engineering, Department: of Geography and Geology
Contact Person: Jun Yan, jun.yan@wku.edu, 5-4555

1. **Identification of course**
    1.1   Course prefix (subject area) and number: GEOG 419G
    1.2   Course title: GIS PROGRAMMING

2. **Proposed change(s):**
    2.1   course number: GEOS 576
    2.2   course title:
    2.3   credit hours:
    2.4   grade type:
    2.5   prerequisites:
    2.6   corequisites:
    2.7   course description:
    2.8   other:

3. **Rationale for revision of course:** The Department is eliminating 4xxG courses and aligning all graduate courses in the 500-range in preparation for a proposed JUMP program.

4. **Term of implementation:** Spring 2016

5. **Dates of committee approvals:**

Department of Geography and Geology	2/27/2015
Ogden College Graduate Curriculum Committee	03/27/2015
Graduate Council	
University Senate	

Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.

Revise a Course
(Action)

Date: 2/23/2015
Ogden College of Science and Engineering, Department: of Geography and Geology
Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. **Identification of course**
    1.1   Course prefix (subject area) and number: GEOS 500
    1.2   Course title: Geoscience Research and Literacy

2. **Proposed change(s):**
    2.1   course number:
    2.2   course title:
    2.3   credit hours: 1-4, repeatable once for a maximum of 4 hours
    2.4   grade type: Pass/Fail
    2.5   prerequisites:
    2.6   corequisites:
    2.7   course description:
    2.8   other:

3. **Rationale for revision of course:** We have taught GEOS 500 in the Fall semester as a 4-hour course for all incoming graduate students. The goal of the course is to prepare students to conduct their thesis research and to begin writing their thesis proposal. Learning outcomes, assessment of the thesis proposal, and advisor engagement strategies have suggested that this course would achieve its objectives more effectively if split between a 3-hour Fall and a 1-hour Spring component. In the Fall, students would complete the thesis proposal introduction and begin their literature review, whilst learning about core theories and methods appropriate to the geosciences. In the Spring, students would complete the literature review and the research methodology, and then would defend the thesis proposal towards the end of the Spring semester. This proposed course restructuring would provide more graduate faculty workload flexibility and would fit more effectively in the proposed JUMP program. Switching to Pass/Fail grading is a more appropriate method of assessment, given the nature of the research thesis proposal.

4. **Term of implementation:** Fall 2015

5. **Dates of committee approvals:**

Department of Geography and Geology	2/27/2015
Ogden College Graduate Curriculum Committee	03/27/2015
Graduate Council	
University Senate	

Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.

Revise a Course
(Action)

Date: 2/23/2015
Ogden College of Science and Engineering, Department: of Geography and Geology
Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. **Identification of course**
   1.1   Course prefix (subject area) and number: GEOS 555
   1.2   Course title: Global Environmental Change

2. **Proposed change(s):**
   2.1   course number:
   2.2   course title: Global Climate Change
   2.3   credit hours:
   2.4   grade type:
   2.5   prerequisites:
   2.6   corequisites:
   2.7   course description: Explores the science behind climate change, including how models, observations, and proxies are used to understand and predict past and future climate, international perspectives on global climate change, and mitigation strategies put forth by the Intergovernmental Panel on Climate Change.
   2.8   other:

3. **Rationale for revision of course:**   The proposed title is more reflective of contemporary terminology in the environmental and climate change field. Students will have a clearer understanding (through the title) of the course content. The new course description more closely reflects the detailed content covered and removes vagueness and adds in relevant terminology used in the climate change discipline.

4. **Term of implementation:** 201530

5. **Dates of committee approvals:**

Department of Geography and Geology	2/27/2015
Ogden College Curriculum Committee	03/27/2015
Graduate Council	
University Senate	

Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.

<div align="center">**Revise a Course**
(Action)</div>

Date: 2/23/2015

Ogden College of Science and Engineering, Department: of Geography and Geology

Contact Person: Leslie North, leslie.north@wku.edu, 5-5982

1. **Identification of course**

> 1.1 Course prefix (subject area) and number: GEOS 571
>
> 1.2 Course title: Quality of Life: Environmental Problems and Ecological Solutions

2. **Proposed change(s):**

> 2.1 course number:
>
> 2.2 course title: Applied Natural Resource Management
>
> 2.3 credit hours:
>
> 2.4 grade type:
>
> 2.5 prerequisites:
>
> 2.6 corequisites:
>
> 2.7 course description: Seminar approach to understanding natural resource management in the United States and internationally through analysis of past and present environmental problems and implemented alternative solutions.
>
> 2.8 other:

3. **Rationale for revision of course:**   The proposed title change more closely reflects the course content.

4. **Term of implementation:** 201530

5. **Dates of committee approvals:**

Department of Geography and Geology	2/27/2015
Ogden College Curriculum Committee	03/27/2015
Graduate Council	
University Senate	

Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.

Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise a Program
(Action Item)

Contact Person: David Keeling   e-mail: david.keeling@wku.edu   Phone: 5-4555

1. **Identification of program**
   1.1 Program Reference Number: 072
   1.2 Current Program Title: Master of Science in Geoscience
   1.3 Credit hours: 30 hours

2. **Identification of the proposed program changes:**
   - Admission requirements are modified to specify the types of preparatory coursework necessary for the program.
   - Recognize change in course number for GEOG 417G and GEOG 419G, which are now GEOS 575 and GEOS 576 respectively.
   - Recognize changes in course titles.

3. **Detailed program description:**

Current Program	Proposed Program
MS Geoscience	MS Geoscience
Thesis Program (30 hours)	Thesis Program (30 hours)
Admission Requirements: * GRE score, with a minimum 3.5 score on the GRE Analytical Writing component, and a 3.0 overall under-graduate GPA. * Minimum of 18 hours of science courses at the undergraduate level, preferably in the geosciences. * A one-page statement of research ~~interests~~. * Written evidence of an agreement from a graduate faculty member in the Department of Geography and Geology willing to supervise the proposed research project. ** ~~Passing grade (C or higher) in an introductory GIS course (GEOG 316/317) and in Spatial Data Analysis (GEOG 391) at the under-graduate level – students can take these courses as preparatory courses if they have not previously taken these courses. If taken as a graduate student, a grade of "B" or better is required.~~	Admission Requirements: * GRE score, with a minimum 3.5 score on the GRE Analytical Writing component, and a 3.0 overall under-graduate GPA. * Minimum of 18 hours of science courses at the undergraduate level, preferably in the geosciences. * A one-page statement of research goals. * Written evidence of an agreement from a graduate faculty member in the Department of Geography and Geology willing to supervise the proposed research project. ** Passing grades (C or higher) in appropriate undergraduate course-work to support the thesis research program. For example, students pursuing a thesis project in GIS-related topics are required to have passed an introductory GIS course (GEOG 316/317) and a Spatial Data Analysis (GEOG 391) course at the undergraduate level - students should take preparatory courses in the summer semester before joining the Geoscience program if they have not previously taken these courses. If taken as a graduate student, a grade of "B" or better is required. Students should consult with their proposed thesis advisor on appropriate preparation coursework before full admission is granted. <u>Program Core</u> 15 hours GEOS 500 Geoscience Research 4 GEOS 502 Research Methods 1 GEOS 520 Geo Stats Methods 4

Program Core	15 hours		GEOS 599 Research Thesis	6
GEOS 500 Geoscience Research	4		Concentration Electives**	15 hours
GEOS 502 Research Methods	1			
GEOS 520 Geo Stats Methods	4		15 hours of graduate coursework selected from the following electives and approved by the thesis director. Students may select appropriate courses from any of the course areas:	
GEOS 599 Research Thesis	6			

Left column continued:

Program Core   15 hours

GEOS 500 Geoscience Research   4
GEOS 502 Research Methods   1
GEOS 520 Geo Stats Methods   4
GEOS 599 Research Thesis   6

Concentration Electives**   15 hours

15 hours of graduate coursework selected from the following electives and approved by the thesis director. Students may select appropriate courses from any of the course areas:

Physical Science:
GEOG 502 Research Methods   3
GEOS 510 Research Topics   3
GEOS 515 Remote Sensing   4
GEOS 521 Geomorphology   3

GEOS 559 Hydrological Fluid Dynmcs 3
GEOS 566 Karst Geoscience   3
GEOS 595 Geoscience Practicum   3
GEOG 427G Water Resources   3
GEOG 428G Applied Groundwater   3
GEOL 4xxG Any Geology course   3

Cultural Science:
GEOS 501 Geoscience Development   3
GEOS 507 Concepts/Skills for Teach   3
GEOS 510 Research Topics   3
GEOS 525 Political Geography   3
GEOS 530 Cultural Geography   3
GEOS 534 Historic Preservation   3
GEOS 540 Regional Geography   3
GEOS 550 Economic Geography   3
GEOS 580 Urban Geography   3
GEOS 585 Population Geography   3
GEOS 595 Geoscience Practicum   3
GEOG 451G Geography Kentucky   3

G.I. Science:
GEOS 510 Research Topics   3
GEOS 515 Remote Sensing   4
GEOS 517 Spatial Databases   3
GEOS 523 Urban GIS Applications   4
GEOS 577 Special Topics GIS   3
GEOS 584 Applied Env Planning   3
GEOS 590 Experimental Design   3
GEOS 595 Geoscience Practicum   3
GEOG 417G GIS Analysis & Model   3
GEOG 419G GIS Programming   3

Environmental Science:
GEOS 505 Biogeography   3
GEOS 506 Environment Seminar   3

Right column:

GEOS 599 Research Thesis   6

Concentration Electives**   15 hours

15 hours of graduate coursework selected from the following electives and approved by the thesis director. Students may select appropriate courses from any of the course areas:

Physical Science:
GEOG 502 Research Methods   3
GEOS 510 Research Topics   3
GEOS 515 Remote Sensing   4
GEOS 521 Geomorphology   3
GEOS 555 Global Climate Change   3
GEOS 559 Hydrological Fluid Dynmcs 3
GEOS 566 Karst Geoscience   3
GEOS 595 Geoscience Practicum   3
GEOL 4xxG Any Geology course   3

Cultural Science:
GEOS 501 Geoscience Development   3
GEOS 507 Concepts/Skills for Teach   3
GEOS 510 Research Topics   3
GEOS 525 Political Geography   3
GEOS 530 Cultural Geography   3
GEOS 534 Historic Preservation   3
GEOS 540 Regional Geography   3
GEOS 550 Economic Geography   3
GEOS 580 Urban Geography   3
GEOS 585 Population Geography   3
GEOS 595 Geoscience Practicum   3
GEOG 451G Geography Kentucky   3

G.I. Science:
GEOS 510 Research Topics   3
GEOS 515 Remote Sensing   4
GEOS 517 Spatial Databases   3
GEOS 523 Urban GIS Applications   4
GEOS 575 GIS Analysis & Modeling   3
GEOS 576 GIS Programming   3
GEOS 577 Special Topics GIS   3
GEOS 584 Applied Env Planning   3
GEOS 590 Experimental Design   3
GEOS 595 Geoscience Practicum   3

Environmental Science:
GEOS 505 Biogeography   3
GEOS 506 Environment Seminar   3
GEOS 510 Research Topics   3
GEOS 515 Remote Sensing   4
GEOS 543 Env Science Concepts   3
GEOS 544 Environmental Ethics   3
GEOS 555 Global Climate Change   3

GEOS 510 Research Topics 3 GEOS 515 Remote Sensing 4 GEOS 543 Env Science Concepts 3 GEOS 544 Environmental Ethics 3 ~~GEOS 571 Quality of Life~~ ~~3~~ GEOS 587 Env. Law and Policy 3 GEOS 595 Geoscience Practicum 3 GEOG 474G Environment Planning 3 GEOL 415G Environmental Geology 3 Climate Science: GEOS 510 Research Topics 3 GEOS 515 Remote Sensing 4 GEOS 522 Physical Climatology 3 GEOS 533 Synoptic Meteorology 3 GEOS 535 Dynamic Meteorology II 3 GEOS 537 Mesoscale Meteorology 3 GEOS 538 Physical Meteorology 3 GEOS 539 Atmospheric Modeling 3 ~~GEOS 555 Global Env Change~~ ~~3~~ GEOS 595 Geoscience Practicum 3 GEOG 424G Weather Analysis 3 ** A maximum of six hours of advisor-approved electives that are consistent with the student's <u>Research **Focus** </u> may be selected from other departments.	GEOS 571 Applied Nat Res Manage 3 GEOS 587 Env. Law and Policy 3 GEOS 595 Geoscience Practicum 3 GEOG 474G Environment Planning 3 GEOL 415G Environmental Geology 3 Climate Science: GEOS 510 Research Topics 3 GEOS 515 Remote Sensing 4 GEOS 522 Physical Climatology 3 GEOS 533 Synoptic Meteorology 3 GEOS 535 Dynamic Meteorology II 3 GEOS 537 Mesoscale Meteorology 3 GEOS 538 Physical Meteorology 3 GEOS 539 Atmospheric Modeling 3 **GEOS 555 Global Climate Change 3** GEOS 595 Geoscience Practicum 3 GEOG 424G Weather Analysis 3 ** A maximum of six hours of advisor-approved electives that are consistent with the student's <u>Research **Focus** </u> may be selected from other departments.
PROGRAM TOTAL 30 hours	PROGRAM TOTAL 30 hours

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

- With different areas of research concentration in the MS Geoscience program, different preparatory coursework is appropriate as admission requirements, depending on the students' research interests, rather than a standardized set of prerequisites that might not be appropriate for a particular thesis project.
- GEOG 417G and GEOG 419G are changed to GEOS 575 and GEOS 576 respectively, to be more effectively sequenced in the program.
- Minor changes to course titles better reflect course content.
- The Department is proposing a JUMP program parallel to this change, and this will better align the objectives of the new JUMP option.

5. **Proposed term for implementation and special provisions: Fall 2015**

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

Geography and Geology Graduate Committee	02/27/2015
OCSE Graduate Curriculum Committee	03/27/2015
Graduate Council	
University Senate	

Charter of the University Senate

Western Kentucky University

As Revised May, 2015

Table of Contents

Preamble

We, the faculty of Western Kentucky University, are committed to a collegial system of university governance. In a collegial system, authority and responsibilities are shared among colleagues, some of whom have duties as faculty and others as administrators. The Statement on Government of Colleges and Universities, jointly formulated by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges (as adopted by the AAUP in 1966 and revised in 1990), outlines general principles governing the respective roles of governing boards, faculties, and administrators. In accord with the general principles outlined in this document, we subscribe to the goal of a system of governance in which there are appropriately shared responsibilities and cooperative action.

In a collegial system, decision-making power is delegated to the collegial group most expert in or responsible for the area in which a decision is made. The faculty has primary responsibility for areas such as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life relating to the educational process. The final decision on these matters is by statute lodged with the Board of Regents and may be delegated by the Board to the President. We believe that in these matters faculty advice should be welcomed and encouraged and if not accepted the rationale communicated to the faculty. Whenever possible, the faculty should have the opportunity to consider the matter further and to convey its view to the appropriate administrator. In other areas which affect academic programs, such as the selection of the President and other administrators, the organization and structure of departments, institutional budget priorities, and the like, the appropriate faculty bodies should be consulted.

This Charter sets forth a structure through which the faculty as a whole at Western Kentucky University can exercise its collegial responsibility. Every faculty member shall have the opportunity to participate in university governance--either directly by serving in the Senate or on a Senate committee or indirectly by electing colleagues to represent her or him.

I.   The Function of the University Senate

The University Senate is the agency for the articulation and presentation of the views of the faculty. While departments, colleges, schools, and programs are empowered to make decisions in many areas, the need remains for consultation and cooperation on academic and professional matters that pertain to the university as a whole. Hence, the University Senate shall function as the official representative voice of the faculty, advising and making recommendations to the President and Provost/Vice President for Academic Affairs concerning academic requirements and policies, faculty responsibilities and welfare, and any other matters of importance to the faculty.

II. **The Membership of the University Senate**

A. **Composition**

1. The term "faculty" for purposes herein is defined as all persons in the full-time employ of the University who hold faculty rank, excluding visiting faculty, part-time faculty, and/or one year appointments. The extended campus and the part-time faculty representatives selected to serve on the Faculty Welfare and Professional Responsibilities Committee who must be members of the group they are to represent need not have "faculty" status as defined above.

2. Faculty members who hold appointments in more than one college and/or department will be counted as a member of the department and college in which the majority of their time is assigned. If a faculty member is assigned equally between departments and/or colleges, the faculty member will be asked to select the unit for which the appointment will count for Senate eligibility purposes.

3. Each college unit to which a faculty member can be tenured and each library department shall have one representative. If more than 4 faculty members within a college are tenured to the college, rather than to a departmental unit, they shall be collectively treated as a department for the purposes of Senate representation. These representatives shall be voting members of the Senate, and shall serve a two-year term. They shall select their own alternate to serve in their place if they are unable to attend a University Senate function. The alternate shall have the full rights and privileges of an elected senator when substituting for a regular representative.

4. Each college and the library shall select as many at-large representatives as required so that the total of departmental and at-large representatives is equal to ten (10) percent (rounded to the nearest whole number) of the unit's total faculty for a minimum of 2 elected senators. At-large representatives shall be voting members of the Senate, and shall serve a two-year term. They shall select their own alternate to serve in their place if they are unable to attend a University Senate function. The designated alternate shall have the full rights and privileges of an elected senator.

5. The Student Government Association shall have three representatives and three alternates to be selected by the Student Government Association. The student representatives shall be voting members of the Senate, and shall serve one-year terms.

6. Non-voting advisory members of the University Senate include: the President of the University, the Provost, the Academic Deans, the Dean of Graduate Studies, the Dean of Libraries, the Faculty Regent (the Faculty Regent cannot also be an elected Senate representative), and a representative from the Staff Council.

7. The Honors College is not to be considered a "college" for purposes of determining composition of the University Senate.

B. **The Officers Their Functions**

1. The University Senate shall have a Chair, Vice-Chair, and Secretary elected annually by the membership of the University Senate at the April Senate meeting. The Chair in consultation with the Executive Committee shall appoint a Parliamentarian, who need not be a Senator.

2. The Chair shall conduct the meetings of the Senate and serve as the chair of the Executive Committee.
3. The Vice Chair shall perform all the duties of the Chair in the absence of the Chair. Additionally, the Vice Chair is responsible for organizing elections conducted by the Senate.
4. The Secretary shall keep minutes of all Senate meetings, and make the minutes available to members of the Senate and the entire faculty by posting them on the Senate Website within five workdays. The Secretary shall keep a membership list and record of attendance. The Secretary shall also keep minutes of the meetings of the Executive Committee.
5. The officers of the University Senate shall serve in their respective positions for a period of one year or until successors are elected. They shall be eligible for reelection.
6. The terms of the Chair, Vice-Chair, and Secretary shall begin on August 1st immediately succeeding the election.
7. The officers of the Senate may be removed for cause, following the guidelines established in the most recent edition of Sturgis' *The Standard Code of Parliamentary Procedure*.

C. Elections

1. Any person eligible to serve as a University senator is eligible to participate in the election of University senators.
2. Under the direction of the Vice Chair of the Senate assisted by the College representatives to the Executive Committee, departments shall hold elections for departmental Senators during odd numbered years. In February of the election year, each department shall elect a representative to serve on the Senate. Elections shall be completed and the results reported to the College Dean and the Vice-Chair by March 31st. Any person eligible to serve as a Senator may participate in the election.
3. Under the direction of the Vice-Chair of the Senate assisted by the College representatives to the Executive Committee, colleges shall hold elections for at-large Senators during even numbered years. In February of the election year, each department may nominate up to three faculty members to a pool from which its college's at-large representatives shall be chosen. The list of nominees for each college shall be published online and faculty within the college shall vote by electronic ballot, with the ballot being available for three days. The number of at-large Senators elected shall be based upon the current faculty numbers in each College per the Senate representation requirements set forth in Section II. Elections shall be completed and the results reported to the College Dean and the Vice-Chair by March 31st. Each eligible voter shall be permitted to vote for as many persons as positions being filled. Those with the highest number of votes shall be declared elected. In the event of a tie, a drawing to determine the winner shall be conducted by the Vice-Chair. The runners-up shall be placed in a pool from which replacements will be selected when vacancies occur. In each case, the person with the highest number of votes shall be selected.
4. At the April Senate meeting, the Executive Committee representative from each college, the Library and the Student Government Association shall hold a caucus of

their Senate representatives elected to serve the following academic year to determine membership on each of the Senate standing committees. The Executive Committee and the Undergraduate Curriculum Committee must have representation from each college, the Library and SGA. In the event a college, the Library or the SGA does not have enough elected senators to serve on the remaining standing committees of the Senate as required in Section IV(A), the elected representatives may appoint additional faculty/student members to fill the remaining committees or the elected representatives may serve on more than one standing committee.

5. If a departmental senator resigns, an election will be held in his/her department to replace the senator. The department shall follow the election procedure set forth in paragraph two. If an at-large senator resigns, the first eligible runner-up from that unit's at-large pool shall replace the resigning senator.

6. If a senator is absent from two regularly scheduled Senate meetings during an academic year and fails to provide an alternate, the Chair of the University Senate may declare the senator's position vacant. If the position of a departmental senator is declared vacant, the department shall hold a new election. The Vice Chair of the University Senate shall keep a complete record of the votes for at-large senators for each college. If the position of an at-large senator in a college is declared vacant, the next eligible person in the at-large pool of that college shall become senator.

D. Term of Office

Each elected member shall serve for a term of two years beginning August 1 of the first year and ending July 31 of the second year, with the exception of the Student Government representatives. Members shall be eligible for reelection for a second consecutive term but ineligible for further reelection until one year has elapsed. Elections to fill vacancies shall be conducted by the department where the vacancy has occurred and shall be only for the unexpired term. Fractions of terms of less than one year served in fulfilling an unexpired term shall not prevent the individual from being elected for two additional successive terms.

III. Senate Meetings and Rules of Procedure

A. The University Senate URL shall be: http://www.wku.edu/senate. The Chair, or his/her authorized representative, shall be responsible for maintenance of the website.

B. The website shall, at a minimum, contain the following:
   1. A list of the current Senate membership;
   2. A list of the current Senate standing committee membership;
   3. Senate Charter;
   4. Current month meeting agenda; and
   5. Past meeting minutes.

C. The Senate shall use email as the official means of communication with its membership.

D. The University Senate shall meet once a month during the academic year unless the frequency of meetings is changed by a vote of the Senate. The date, time, and place of the meetings are to be determined by the Executive Committee.

E. The agenda, committee reports and/or resolutions to be considered by the Senate shall be posted on the Senate website with notice to the Senate membership at least seven days

prior to the meeting.

F. The Chair may call a special meeting with the concurrence of the majority of the voting members of the Executive Committee. A special meeting must also be called by the Chair upon written request of at least ten members of the University Senate.

G. If a departmental senator and the departmental alternate senator cannot attend a Senate meeting, the departmental senator can send any member of the department to the Senate meeting.

H. A quorum of the University Senate shall be a majority of the voting membership of the Senate. Business conducted up to the point that an absence of a quorum is established and announced by the chair is assumed to be conducted with a quorum present.

I. Procedural matters brought before the Senate shall require only one reading; substantive matters shall require two readings. Any senator may make a resolution which, if seconded, shall be addressed by the Senate.

J. The University Senate shall use the most recent edition of Sturgis' *The Standard Code of Parliamentary Procedure* to govern its meetings.

K. All meetings of the University Senate shall be open to all members of the faculty and other interested parties. Visitors shall be permitted to address the Senate at the discretion of the Chair.

IV.   The Organization of the University Senate

The University Senate shall act on all proposals received either from its committees or from its members. In addition, the Senate shall hear and rule on any appeal from a college curriculum committee, and shall forward its recommendation, along with the relevant materials to the Provost.

The University Senate shall also act through its committees, receiving for information reports of committee actions. However, the Senate may vote to review a committee action. The committee shall be informed of the review and the matter shall be placed on the agenda of the next Senate meeting. The Senate shall forward its recommendation to the Provost.

A. Standing Committees of the Senate

The standing committees of the Senate are as follows: the Executive Committee, the Undergraduate Curriculum Committee, the Colonnade General Education Committee, the Professional Responsibilities and Faculty Welfare Committee, and the Committee on Academic Quality. The composition and duties of the standing committees are as follows:

1. The Executive Committee

The Executive Committee shall be composed of the Chair, Vice-Chair, and Secretary of the University Senate, the Chairs of the other standing committees, and one Senate member from each undergraduate college and the Library, and one Student Government Association representative. The Provost and the Faculty Regent shall be ex-officio, non-voting members of this committee. The Secretary of the Senate shall function as Secretary of the Executive Committee.

5

The functions of the Executive Committee shall be:

a. to set the time and place of regular meetings and to prepare the agenda for each meeting;
b. to function as liaison between the Senate and the President and Provost/Vice President for Academic Affairs, meeting with each one at least twice a semester;
c. to respond to requests from the President and Provost for the formation of an ad hoc committee to study a particular issue or to recommend faculty members to serve on a university committee;
d. to review standing committee reports and/or ad hoc committee reports and vote to include the reports on the regular Senate agenda;
e. to assist the Chair of the Senate in assigning issues to the appropriate committee for study and possible action;
f. to make recommendations to the Senate concerning Senate rules and by-laws, proposed amendments, and procedural changes;
g. to conduct elections for Faculty Regent as required by state statute;
h. to establish the pool from which faculty members will be chosen to serve on the Faculty Grievance and Continuance Committees as described below and,
i. to serve as a liaison to the faculty in communicating the current issue under review by the Senate and its committees and in describing the accomplishments of the senate

2. The Undergraduate Curriculum Committee

The Undergraduate Curriculum Committee shall consist of voting members, their alternates, and non-voting advisory members. One senate representative and one alternate from each college (excluding Honors College) and the Library shall be selected by Senate colleagues from the same college/Library. One curriculum committee representative and one alternate shall be selected from each of the college undergraduate curriculum committees. To ensure adequate representation, three faculty members and three alternates shall be appointed by the Executive Committee. The at-large appointees should normally be Senators, but non-Senators may be appointed. One student senator shall be selected by the Student Government Association to serve on the Committee. The selected senators, curriculum committee representatives, at-large appointees, and the student representative are voting members. The Registrar, a representative of the Office of the Provost, and the deans (or their representatives) of the undergraduate colleges, and the Library shall be non-voting advisory members.

The functions of the Undergraduate Curriculum Committee shall be:

a. to review existing undergraduate programs and new program proposals in light of the university's mission statement;
b. to review any undergraduate academic matters such as degree and graduation requirements, standards of scholastic achievement, rules and regulations governing

faculty-student relations;

c. to review existing undergraduate courses and new courses having significant consequences that cross college lines;

d. to study any undergraduate curricular matter it chooses; and,

e. to study undergraduate matters assigned to it by the Executive Committee.

The Undergraduate Curriculum Committee shall have two types of responsibilities: 1) to make proposals to the University Senate concerning university-wide undergraduate academic policies, and 2) to review particular undergraduate programs and courses to determine whether they meet established standards. The latter includes both action, consent, and information items received from college curriculum committees.

Undergraduate university-wide academic policies include such matters as admission requirements, undergraduate degree and graduation requirements, and all similar matters that have application or significance beyond a single college, except matters pertaining to Colonnade General Education. The Chair of the Undergraduate Curriculum Committee shall submit a report setting forth its recommendations concerning these matters to the Chair of the Senate Executive Committee at least seven days prior to the Executive Committee's meeting for approval to include the report on the Senate agenda. Upon approval by the Senate Executive Committee, the report shall be included on the Senate agenda for the next scheduled Senate meeting. Upon Senate approval, the report shall be forwarded as a recommendation to the Provost.

The Undergraduate Curriculum Committee shall place on its agenda the following items. In his/her report to the committee, the Chair shall inform the committee of all information items submitted by the college curriculum committees. (See Appendix A for a definition of "information item.") All consent items submitted by the college curriculum committees shall be placed on a consent agenda. (See Appendix A for a definition of "consent item.") Any member of the Undergraduate Curriculum Committee shall have the option of removing a consent item from the consent agenda and placing it on its action agenda for regular review. All action items submitted by the college curriculum committees shall be placed on the action agenda. (See Appendix A for a definition of "action item.") Any action item that the Undergraduate Curriculum Committee rejects shall be returned to the college curriculum committee which submitted it, accompanied by a rationale for the rejection. The Chair of the Undergraduate Curriculum Committee shall submit a report setting forth the consent and action items as approved by it to the Chair of the Senate Executive Committee at least seven days prior to the Executive Committee's meeting for approval to include the report on the Senate agenda. Upon approval by the Senate Executive Committee, the report shall be included on the Senate agenda for the next scheduled Senate meeting. Upon Senate approval, the report shall be forwarded as a recommendation to the Provost.

It is not the role or responsibility of the Chair of the Undergraduate Curriculum Committee or the Committee membership to edit proposals for grammar and formatting. The college curriculum committees shall be responsible for ensuring that proposals are free from grammatical errors and follow the formats and guidelines established by the

UCC. Proposals that require substantial editing may be returned to the proponent at the discretion of the UCC Chair. UCC proposal guidelines and forms can be found online at: www.wku.edu/ucc.

3. Colonnade General Education Committee

The Colonnade General Education Committee will oversee the WKU Colonnade General Education Curriculum. The Colonnade General Education Committee shall consist of 11 voting members (one senator per College, the Library, 3 at-large members and a student representative), plus their alternates and non-voting advisory members. One senate representative and one alternate from each undergraduate College (excluding Honors College) and the Library shall be selected by the College/Library Caucus and approved by the Senate Executive Committee. To ensure adequate representation, three faculty members and three alternates shall be appointed by the Senate Executive Committee. These at-large appointees should normally be senators, but non-senator faculty members may be appointed. Also, one student senator shall be selected by the Student Government Association to serve on the committee. The selected senators, at-large appointees and the student representative are voting members. A representative of the Office of the Provost, the Assessment Coordinator, Immediate Past Chairs, the Registrar (or a representative), and a representative from Academic Advising shall be non-voting advisory members of the Colonnade General Education Committee.

During the transition phase (June 2015), the Senate Executive Committee will appoint members to the Colonnade General Education Committee and the term of the membership will be three years. The Student Government Association shall determine the term of service for its representative. The Vice Chair of the University Senate will facilitate selection of new members and/or alternates if necessary.

After the transition phase, new membership for the Colonnade General Education Committee will be selected by the Senate through the College/Library Caucus and approved by the Senate Executive Committee. The members of the committee do not need to be members of the Senate; however, each school plus the Library will be represented by senators. Terms of membership will expire on a staggered basis as shown below, and each member will serve a three-year term.

Year One	Year Two	Year Three
College of Health and Human Services	University Libraries	Gordon Ford College of Business
Potter College of Arts and Letters	Ogden College of Science and Engineering	College of Education and Behavior Sciences
		University College

The Colonnade General Education Committee shall function as the faculty review body to make recommendations regarding matters pertaining to the Colonnade General Education Program. The Colonnade General Education Committee shall have three types of responsibilities and shall meet these responsibilities through their associated activities:

1) To make proposals to the University Senate concerning the structure and content of the Colonnade General Education Program;
    a. develop and review Colonnade General Education guidelines, policies, performance standards, assessment policies, and course criteria and
    b. consider new courses and review existing courses proposed for the Colonnade General Education Program;
2) To review and recommend courses and policies for the Colonnade General Education Program to determine whether they meet established standards;
    a. engage in a process of continuing evaluation through the assessment of Student Learning Outcomes (SLOs) for individual courses and the overall effectiveness of the Colonnade General Education Program;
3) To periodically collect, assess, provide feedback, and recommend to the Senate revisions, redesign, suspension, or revocation of individual courses approved for the Colonnade General Education curriculum and/or improvements, including the redesign, of individual components of the Colonnade General Education Program.
    a. study all matters it chooses pertaining to the Colonnade General Education Program and,
    b. study matters assigned to it by the Senate Executive Committee.

The oversight of the Colonnade General Education Program includes such matters as establishing standards for the program and monitoring the effectiveness of the program. Proposals concerning such matters shall be submitted to the University Senate for approval. Upon Senate approval, they shall be forwarded as a recommendation to the Provost.

The Colonnade General Education Committee shall also review all courses submitted to it by Department and/or College curriculum committees for Colonnade General Education credit. Any proposal that the Colonnade General Education Committee rejects shall be returned to the appropriate department (and submitter), accompanied by a rationale for the rejection. The Chair of the Colonnade General Education Committee shall submit a report setting forth consent and action items approved by it to the Chair of the Senate Executive Committee at least seven days prior to the Senate Executive Committee's meeting for approval to include the report on the Senate agenda. Upon approval by the Senate Executive Committee, the report shall be placed on the Senate agenda for the next scheduled Senate meeting. Upon Senate approval, the report shall be forwarded as a recommendation to the Provost.

The Colonnade General Education Committee shall report to the University Senate. All requests/appeals for substitutions and/or approval of Colonnade General Education courses that are submitted to the Committee on Credits and Graduation shall require a representative from the Colonnade General Education Committee to attend (for consulting purposes) the meetings of the Committee on Credits and Graduation when Colonnade General Education credit issues/appeals are on the agenda.

4. The Faculty Welfare and Professional Responsibilities Committee

The Faculty Welfare and Professional Responsibilities Committee shall consist of voting members, their alternates, and non-voting advisory members.   One senate representative and one alternate shall be selected from each college (excluding Honors College) and the Library by Senate colleagues from the same college/Library. To ensure adequate representation, three at-large appointees shall be appointed by the Executive Committee. The at-large appointees should normally be Senators, but non-Senators may be appointed.   A faculty member from an extended campus and a part-time faculty member shall also serve as voting members of this Committee. These members shall be selected by rotation among the off-campus centers in the extended campus member's case and rotated among the colleges for the part-time faculty member. One student senator shall be selected by the Student Government Association to serve on the Committee. The selected senators, at-large appointees, extended campus representative, part-time faculty representative, and the student government representative shall be voting members. A representative from the Office of the Provost shall be a non-voting advisory member of this committee.

The functions of the Faculty Welfare and Professional Responsibilities Committee shall be:

a. to make recommendations concerning the responsibilities and obligations of the faculty person in his/her role as scholar and teacher;
b. to make recommendations concerning faculty evaluation and the recognition of outstanding performance in teaching, scholarship (research) and university service;
c. to make recommendations on policies, criteria, and procedures for faculty recruitment, appointment, reappointment, promotion, tenure, post-tenure review, salary, workload, working conditions, summer teaching, sabbatical leave, leave of absence, professional travel expenses, off-campus teaching and service, and consulting activities ;
d. to furnish advice on policies and procedures relating to retirement programs, insurance plans, sick/medical leave, tenure, and other matters relevant to faculty welfare;
e. to study any matter pertaining to faculty responsibilities and welfare it chooses;
f. to make recommendations concerning policies and procedures related to faculty grievances; and,
g. to study matters assigned to it by the Executive Committee.

The Chair of the Faculty Welfare and Professional Responsibilities shall submit a report setting forth recommendations it may have relating to faculty issues to the Chair of the Senate Executive Committee at least seven days prior to the Executive Committee's meeting for approval to include the report on the Senate agenda. Upon approval by the Senate Executive Committee, the report shall be placed on the Senate agenda for the next scheduled Senate meeting. Upon Senate approval, the report shall be forwarded as a recommendation to the Provost.

5. Committee on Academic Quality

The Committee on Academic Quality shall consist of voting members, their alternates, and non-voting advisory members. One senate representative and one alternate from each college (excluding Honors College) and the Library shall be selected by Senate colleagues from the same college/Library. To ensure adequate representation, three at-large appointees shall be appointed by the Executive Committee. The at-large appointees should normally be Senators, but non- Senators may be appointed. One representative shall be selected by the Student Government Association to serve on this committee. The selected senators, at-large appointees and the student government representative shall be voting members. A representative from the Registrar's Office, a representative from the Academic Advising and Retention Center and a representative of the Office of the Provost shall be non-voting advisory members.

The functions of the Committee on Academic Quality shall be:

a. to study and monitor the changes to the grading system;
b. to study and monitor changes in the Drop/Add policy;
c. to study and monitor changes in advising policies;
d. to explore additional ways to strengthen the academic culture at WKU;
and, e. to study matters assigned to it by the Executive Committee.

The Chair of the Committee on Academic Quality shall submit a report setting forth recommendations it may have relating to issues before it to the Chair of the Senate Executive Committee at least seven days prior to the Executive Committee's meeting for approval to include the report on the Senate agenda. Upon approval by the Senate Executive Committee, the report shall be placed on the Senate agenda for the next scheduled Senate meeting. Upon Senate approval, the report shall be forwarded as a recommendation to the Provost.

6. Budget and Finance Committee

The Budget and Finance Committee shall consist of voting members, their alternates, and non-voting advisory members. One senate representative and one alternate shall be selected from each college (excluding Honors College) and the Library by Senate colleagues from the same college/Library. To ensure adequate representation, three at-large appointees shall be appointed by the Executive Committee. The at-large appointees should normally be Senators, but non-Senators may be appointed. One student senator shall be selected by the Student Government Association to serve on the Committee. The selected senators, at-large appointees, and the student government representative shall be voting members. A representative from the Office of the Provost shall be a non-voting advisory member of this committee.

The functions of the Budget and Finance Committee shall be:

a. to study and make recommendations to the Senate regarding institutional budget priorities;
b. to study and make recommendations to the Senate on any matter it chooses pertaining to the university's budget or finances;
c. to study matters assigned to it by the Executive Committee.

The Chair of the Budget and Finance Committee shall submit a report setting forth recommendations it may have relating to issues before it to the Chair of the Senate Executive Committee at least seven days prior to the Executive Committee's meeting for approval to include the report on the Senate agenda. Upon approval by the Senate Executive Committee, the report shall be placed on the Senate agenda for the next scheduled Senate meeting. Upon Senate approval, the report shall be forwarded as a recommendation to the Provost and President.

7. The Graduate Council

The Graduate Council, serving as a Standing Committee of the Senate, is the official representative voice of the graduate faculty and graduate students. Graduate Council membership is comprised of three graduate faculty and one graduate student representing each of the six academic colleges at Western Kentucky University. In addition, the Executive Committee shall appoint one senator to serve as a voting member of the Graduate Council, for a total of twenty-five (25) voting members. Faculty representatives must be members of the graduate faculty and employed by WKU. Ex-officio members include the Dean of the Graduate School and one graduate student representative from the Student Government Association (SGA).

The Graduate Council has general supervision and control over all matters of graduate instruction, including admission and degree requirements, curricula, Graduate Faculty membership, and general academic regulations. The Graduate Council reports its curricular and policy actions to the University Senate who reports to the Provost with recommendations for implementation or appropriate disposition.

Among the primary responsibilities of the Graduate Council are:
1) to advise the Dean of the Graduate School on matters relating to the administration of graduate faculty, programs, and students including:
   a. research initiatives involving graduate faculty and graduate students
   b. standards governing graduate student admission, financial support, and degree completion
   c. qualifications required for membership on the graduate faculty and participation in the graduate program, including the supervision and direction of theses and dissertations
2) to receive, review, and act upon new or revised Graduate Program and curricula proposals
3) to monitor graduate issues and concerns and make policy, proposals, and resolutions concerning Graduate School research, curricula, and other issues and policies impacting the quality of graduate education at WKU

4) to respond to requests about graduate matters from the Provost, Dean of Graduate School, Senate, or Council of Academic Dean and serve as liaison between Graduate Council the university administration

5) to follow the established policy and procedures as established by the Graduate Council Guidelines, the Graduate School, and published in the WKU Graduate Catalog.

The Chair of Graduate Council shall submit a report setting forth the consent and action items as approved by the Graduate Council to the Chair of the Senate Executive Committee at least seven days prior to the Executive Committee's meeting for approval to include the report on the Senate agenda. Upon approval by the Senate Executive Committee, the report shall be included on the Senate agenda for the next scheduled Senate meeting. Upon Senate approval, the report shall be forwarded to the Provost.

B. Rules of Standing Committees

1. Meetings: Standing committees shall meet at least once each month during the academic year. Special meetings may be called by the committee chair upon the request of a majority of the committee members. The day, time, and place of all meetings shall be published so that interested parties may attend a committee meeting. Visitors shall be permitted to address the committee at the discretion of the committee chair.

2. Quorum: A quorum shall consist of a simple majority of voting members of the committee.

3. Voting Requirements: A simple majority of the quorum is required for a legal vote

4. Officers: Each committee, except the Executive Committee, shall elect its own Chair. The Chairs of all standing committees shall be members of the Senate.

5. Appointed members of committees who are not members of the Senate shall have the right to speak on the floor of the Senate when matters related to their committee are being debated, but they shall not have voting rights. In committee sessions, they shall have the same rights as Senate-elected members of the committee.

C. Ad Hoc Committees

The Executive Committee shall have the right to appoint an ad hoc committee in response to a need which it has identified or to an administrative request. The composition of such a committee shall be determined by the situation. Where appropriate, the rules for Standing Committees shall govern the organization and operation of an ad hoc committee. An ad hoc committee shall be disbanded after it has completed its investigation and reported its findings to the University Senate.

D. The Handbook Committee

The Handbook Committee receives proposed changes to the Handbook that have been approved by the University Senate and the Provost. The committee reviews and incorporates approved changes in new Handbook editions, ensuring that the integrity and spirit of the change is maintained and is consistent with the existing Handbook. The committee is also responsible for monitoring and recommending policies and procedures for future Handbook revisions.

Composition and Voting Procedures of the Handbook Committee:

The Handbook Committee is composed of the immediate past chair of the University Senate who will serve as chair, and one tenured faculty member from each college of the University selected by the faculty from such college. Selection of college representatives will be overseen by the Vice Chair of the University Senate. If the immediate past Senate chair is no longer employed by the University, any past Senate chair who continues to be employed by the university shall serve as chair of the committee. The current chair of the Faculty Senate and a representative from the office of the Provost shall also be members of the Faculty Handbook Committee but shall not have a vote.

During the implementation phase of the Handbook Committee, the terms of the membership will expire on a staggered basis as show below. Thereafter each member will serve a three-year term.

<u>Initial Term</u>

<u>One year</u>	<u>Two Years</u>	<u>Three years</u>
College of Health and Human Services	University Libraries	Gordon Ford College of Business
Potter College of Arts and Letters	Ogden College of Science and Engineering	College of Education and Behavioral Sciences
		University College

The functions of the Handbook Committee shall be to:

1) maintain a record of all proposed revisions to the Faculty Handbook, whether or not approved, including the source, the content, and the approval authority of the revision;
2) incorporate changes to the Faculty Handbook recommended by the University Senate and approved by the Provost;
3) ensure that the Faculty Handbook is widely and easily available to faculty and is up-to-date;
4) set a deadline by which substantive revisions to be included in the next version of the Faculty Handbook must be submitted for review by the Handbook Committee, and announce that deadline at the University Senate's first meeting of the academic year.

Substantive revisions include the addition, deletion or revision of policy or procedure. The process for substantive revision is as follows:

1) Proposals for substantive revision:
   a) may be initiated by the Handbook Committee, by the Provost, or by any member of the faculty.
   b) Must be submitted by a deadline established by the Handbook Committee
   c) shall be received by the Senate Chair.
   d) should conform to the following guidelines:
      i) proposals should made in the form of texts intended as an addition to or a replacement of, in whole or in part, some current sections of the Faculty Handbook;
      ii) a particular proposal contains no more than one alteration of substance; and
      iii) a brief explanation of the reason(s) for proposing that revision accompanies the proposal

2) The proposed revision shall be placed by the Senate Chair on the action agenda for the next meeting of the Senate Executive Committee. The Senate Executive Committee shall review the proposed revision and:
   a) May agree by simple majority to
      i) include the proposal on the action agenda for the next Senate meeting; or
      ii) forward the proposal to a one of its standing committees, an ad hoc committee or the Handbook Committee for additional review. Following this additional review, which is to be completed in a time frame appropriate to the magnitude of the revision, the proposal is returned to the Senate Executive Committee for continued disposition as in 2.a.
   b) shall inform the Handbook Committee of all proposed revisions for its records, whether or not they are approved for additional review. The Handbook Committee will maintain a list of all proposed revisions and track their disposition.

3) For each recommended revision placed on the action agenda of the Senate, the Senate may vote to:
   a) Approve and forward the recommendation to the Provost; or
   b) Not approve the recommendation and may return same to the referring committee with questions, comments or revisions. If the Senate returns the recommendation to the referring committee, the revision process must be initiated again pursuant to step 1 hereinabove.

4) Upon written approval by the Provost, the revision:
   a) Will be referred to the Handbook Committee for incorporation into the Handbook by June 30 of the same academic year;
   b) Will be referred to the President and the Board of Regents for final approval at the third quarterly meeting.
   c) Will have an effective date of August 1 of the same calendar year.

Editorial revisions include updates to the organizational structure, web addresses and names/titles as well as other similar non-substantive changes and may occur at the recommendation of any WKU employee. The process for editorial revision is as follows:

1) A proposal for editorial revision is forwarded to the Senate Chair.

2) The Senate Chair places the proposal for editorial revision on the consent agenda of the first next meeting of the University Senate.

3) For each proposed revision placed on the consent agenda, the Senate may:
   a) Approve the proposed revision to be immediately incorporated into the official Handbook; or
   b) Remove the proposed revision from the consent agenda to the action agenda for discussion, and then:
      i) Approve the proposed revision to be immediately incorporated by the Handbook Committee into the official Handbook; or
      ii) Disapprove the proposed revision and return same to the referring person/committee with questions, comments or revisions. If the Senate returns the proposed revision to the referring person/committee, the revision process must be initiated again as in step 1 hereinabove.

F. Faculty Representation on other University Committees

Besides academic and faculty responsibility and welfare matters, there are many activities in the university which affect academic programs. Examples include the selection of the President and Executive Officers, institutional budget priorities, building priorities and design of academic facilities, goals and objectives of major fund raising efforts as related to academic matters, scholarship policies, selection of major non- academic administrators, support services related to academic functions, general policies regarding intercollegiate athletics, campus safety, transportation and parking policies, etc. In these matters it is appropriate that faculty opinion be considered along with that of others. Where feasible the appropriate faculty body should be consulted. In other cases the appropriate form of faculty input may be through having one or more faculty members serve on the committee in question. When committee appointments are appropriate, the President or delegated administrative officer shall request the University Senate Executive Committee to recommend as many faculty members as needed to serve on such committees. This applies both to standing committees such as the Budget Committee, Athletic Committee, and the like, and ad hoc committees formed to study and make recommendations on any issue of special importance to faculty.

Faculty members representing the Senate on a standing university committee shall normally serve for two years, but may serve for a longer term to conform to the norm for that committee. On ad hoc committees Senate-recommended members shall serve until the committee has completed its task and is dismissed. One faculty representative from the

Senate who serves on a standing university committee or an ad hoc committee shall report to the Senate, and shall keep the Senate abreast of the activities of the committee on which he/she is serving.

In addition to committee appointments made by the Senate Executive Committee, faculty representatives will be elected via the Senate to the Faculty Pool for the Advisory Committee on Continuance and Tenure and the Advisory Committee on Faculty Grievance; and, the University Academic Complaint Committee. Names put forward by Academic Affairs for membership on either committee are to be approved by the SEC and voted on by the Senate.

1. <u>Advisory Committee on Faculty Continuance, ==Promotion==, and Tenure.</u>

The President is authorized to establish an Advisory Committee on Faculty Continuance, ==Promotion,== and Tenure. It shall be comprised of eligible tenured faculty members assigned to full-time teaching, research, and/or academic service duties, other than the faculty regent, to be selected as follows:

- On or before November 1st of each odd numbered year, each academic department shall elect one eligible faculty member.
- Nominees shall be elected by secret ballot by all members of the faculty unit holding academic rank as defined in the <u>Faculty Handbook</u>.
- The Vice-Chair of the Senate shall communicate with academic departments to facilitate this election.
- Persons elected as nominees eligible for appointment shall remain on the eligible list for a period of two academic years, and may be re-elected.

The committee shall be a standing committee consisting of five (5) tenured faculty members. Membership on the committee shall be selected annually from the list by lot. Faculty members shall not participate in a case involving a faculty member from the same department; and members chosen shall remove themselves on their own initiative, if they deem themselves disqualified because of bias or interest. In addition, each party shall have a maximum of two (2) challenges without stated cause. Supplementary selections and lists shall proceed in the same manner until an accepted committee is constituted.

The committee shall designate one (1) member as chair.

2. <u>Advisory Committee on Faculty Grievance</u>.

The committee shall be drawn from the same pool chosen for the Advisory Committee on Faculty Continuance. The committee shall consist of five (5) tenured faculty members selected by the University Senate by lot annually from a list of elected faculty members. A faculty member shall not participate in a case involving a faculty member from the same department. Faculty members chosen to serve on the committee shall remove themselves, either at the request of one of the parties, or on their own initiative, if they deem themselves disqualified because of bias or interest. Each party shall have a maximum of two (2) challenges with or without stated cause. The committee shall select its own chairperson.

3. University Academic Complaint Committee.

   One-half of the membership of the University Academic Complaint Committee (two faculty and two faculty alternates and one student and one student alternate) is elected by the University Senate. The pool of candidates will be made up of the regular (not alternate) faculty and student members of the individual college academic complaint committees. The University Senate will vote for four candidates from the faculty pool and two candidates from the student pool. The two faculty members and the student receiving the highest number of votes will serve as the members of the University Academic Complaint Committee, and the two faculty members and student receiving the next highest votes will be elected as the alternates. The term of service for these members shall be one year, August 1 to July 31. A representative on the University Academic Complaint Committee cannot hear a student's appeal if he/she has already reviewed the student's case at the department or college level. In this event, an alternate will serve on the University Academic Complaint Committee.

V. **Senate Procedures for University Policies**

For Academic Affairs policies, the University Senate will be asked to provide advice and comment on draft, new policies as well as on the repeal or revision of existing policies. For policies arising out of other units within the university, the Senate may also be asked to provide such advice and consultation. In addition, the University Senate may initiate the creation of new policies.

   A. The procedure for creation, substantial revision, or repeal of Academic Affairs policies is as follows:
      1. The Senate Chair will place the draft policy, or policy revision, on the action agenda of the next meeting of the Senate Executive Committee.
      2. The Senate Executive Committee will review the draft policy and:
         i. May agree to include the policy on the action agenda of the next Senate meeting, along with a determination as to whether the draft policy requires a second reading by the Senate, or
         ii. May agree to forward the policy to a standing committee or an ad hoc committee for additional review and revision. Reviews of draft policies that have been referred to a committee should be completed in a timely manner and returned to the Senate Executive Committee.
      3. For each draft policy placed on the action agenda of the Senate, the Senate may vote to:
         i. Recommend that the Provost take steps to pursue approval of the policy in accordance with University Policy 0.0000. The Provost will provide a written response to the recommendation, including a status report or justification if the recommendation is not endorsed at the next senate meeting, or

ii. Not approve the recommendation and return it to the Senate Executive Committee with questions, comments, or revisions. The Senate Executive Committee would then proceed as in A.2.

B. The procedure for creation, substantial revision (as determined by the Senate Executive Committee), or repeal of policies that are sent to the senate for review by units outside of Academic Affairs (see WKU Policy 0.000), is as follows:
1. The Senate Chair will place the draft policy, or policy revision, on the action agenda of the next meeting of the Senate Executive Committee.
2. The Senate Executive Committee will review the draft policy and:
   i. May provide input to the Responsible Office and place the draft policy on the information agenda of the next Senate meeting, or
   ii. The Senate Executive Committee may proceed as in A.2.

C. The procedure for minor revisions (as determined by the Senate Executive Committee) of existing policies is as follows:
1. The draft policy revision will be placed by the Senate Chair on the action agenda of the next meeting of the Senate Executive Committee.
2. The Senate Executive Committee will review the draft policy revision and will provide input to the Provost or other Responsible Officer and place the draft policy on the information agenda of the next Senate meeting.

VI. Charter Amendments

A proposed amendment to the Charter of the University Senate may be submitted to the Executive Committee by Senate members or by a committee of the Senate. The Executive Committee shall present the proposal, along with its own recommendation, to the membership of the Senate. An amendment must have two readings and be approved by a two-thirds majority of the membership present.

VII. Implementation

The University Senate shall be established and this Charter adopted when approved by the Board of Regents of Western Kentucky University and shall replace the current Academic Council and Faculty Senate.

Functions of the College Curriculum Committees

Each college shall have undergraduate and graduate curriculum committees to review all curriculum-related matters, including the determination of degree requirements and standards of scholastic achievement. Departments shall submit to their college curriculum committees all proposals for changes in their academic programs. If a college curriculum committee approves a proposal and it has significant implications for departments in other colleges, then it shall be forwarded to the Undergraduate Curriculum Committee or the Graduate Council as an action item. Proposals with significant implications include the following: new programs (majors, minors, certificate programs), significant changes in a program, new courses, multiple changes to existing courses, changes in course credit hours, changes in course numbers with changes in level (e.g. PSY 342 becomes PSY 453), multiple offerings of "one-time only" courses, and academic policies and regulations.

If a proposal does not have significant implications beyond the college, then it shall be forwarded to the Undergraduate Curriculum Committee or the Graduate Council as a consent item. Proposals that do not have significant implications for programs in other colleges typically include the following: proposals to change program (majors, minors, certificate programs) titles, replace on intradepartmental course in a program with another, delete programs, suspend programs, change course titles, change course catalog descriptions (as long as the course content is not changed), change course numbers without changing level (e.g. PSY 342 becomes PSY 353), change course prerequisites, or create community college equivalent courses. Any member of the Undergraduate Curriculum Committee or the Graduate Council shall have the right to remove a proposal from a college-curriculum committee's list of consent items and to treat it as an n action item. If a member of the Undergraduate Curriculum Committee or the Graduate Council does so, the committee may postpone review of the item until their next meeting.

One-time only course offerings and proposals to change course prefixes shall be forwarded to the Undergraduate Curriculum Committee or the Graduate Council as information items.

If a new course is also being recommended for inclusion in Colonnade, then the proposal shall first be forwarded to the Undergraduate Curriculum Committee for approval. If approved, the proposal shall then be forwarded to the University Senate for consent and to the Colonnade Committee for review.

If the Undergraduate Curriculum Committee, the Graduate Council, or the <mark>Colonnade</mark> Committee rejects a proposal from a college curriculum committee, the college committee shall have the opportunity to revise its proposal and to resubmit it to the same committee.   If the proposal is rejected a second time, the college curriculum committee shall have the right to appeal its case to the University Senate.   It shall submit the proposal to the Chair of the Senate to be placed as an action item on the Senate agenda.   If the University Senate rules in favor of the college curriculum committee's proposal, the proposal shall be forwarded as a recommendation to the Office of the Vice President for Academic Affairs.

Bylaws

Bylaw 1.   Non-senators appointed to the University Committees shall be subject to the same term-of-service regulations as Senate members.   That is, a non-senator can serve a maximum of four years on Senate committees and then will be ineligible for serving on the Senate or any other Senate Committee until one year has elapsed.

Bylaw 2.   Representatives serving in the Senate and on Senate subcommittees in any capacity may not serve in more than one slot in a subcommittee at the same time.