Graduate Council
Agenda—December 11, 2014
2:00 pm - Academic Affairs Conference RM 239

I. Consideration of the November 13, 2014 minutes

II. Public Comment

III. Reports
   a. Graduate Faculty Report
   b. Research Grants Report (Pereira, Main, Vaughan)
   c. Policy Committee Report (Neelly, Davis, Kerby)
   d. Graduate Dean’s Report

IV. Old Business
   a. Ad Hoc Committee Report - Graduate Council Mission (Atkinson, Reed, Kerby, Wilson, Siegrist, Hahn, Fox)

V. New Business
   a. Curriculum Proposals

<table>
<thead>
<tr>
<th>College Education and Behavioral Sciences</th>
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<tbody>
<tr>
<td>Action</td>
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<tr>
<td>0010 Doctor of Education (EdD) (Educational Leadership)</td>
</tr>
<tr>
<td>Contact: Tony Norman, <a href="mailto:tony.norman@wku.edu">tony.norman@wku.edu</a>, 5-3061</td>
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<thead>
<tr>
<th>Ogden College of Science &amp; Engineering</th>
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<tbody>
<tr>
<td>Consent</td>
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<tr>
<td>MATH 512 Geometry from an Advanced Perspective</td>
</tr>
<tr>
<td>Contact Person: Hope Marchionda, <a href="mailto:hope.marchionda@wku.edu">hope.marchionda@wku.edu</a>, 5-2961</td>
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| Action | Revise a Program |
| 049 Master of Arts in Mathematics |
| Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 5-2961 |

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<tr>
<th>Potter College of Arts &amp; Letters</th>
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<tr>
<td>Action</td>
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<tr>
<td>078 Master of Arts in History</td>
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<tr>
<td>Contact: Beth Plummer, <a href="mailto:beth.plummer@wku.edu">beth.plummer@wku.edu</a>, 5-5739</td>
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<td>University College</td>
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VI. Announcements/Adjourn
Revise a Program
(Action)

Date: 9/18/2014
College: College of Education & Behavioral Sciences
Department: Educational Leadership Doctoral Program
Contact Person: Tony Norman, tony.norman@wku.edu, 270-745-3061

1. Identification of program:
   1.1 Reference number: 0010
   1.2 Program title: Doctor of Education (EdD) (Educational Leadership)

2. Proposed change(s):
   2.1 ☑ title:
   2.2 ☑ admission criteria: addition of GRE minimum scores for program; elimination of GAP
   2.3 ☑ curriculum: Establish core courses in some program specializations.
   2.4 ☑ other: Update terms (“strand” changed to “specialization”) and course titles. Clean up degree requirements description for clarity.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Existing Program</th>
<th>Revised Program</th>
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<tbody>
<tr>
<td>The EdD in Educational Leadership provides knowledge and skills for its graduates</td>
<td>The EdD in Educational Leadership provides knowledge and skills for its graduates</td>
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<td>to become effective change agents within educational and education-related</td>
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<td>environments. The program is designed to prepare scholarly practitioners whose</td>
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<td>program content and experiences emphasize application to the real world.</td>
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<td>The primary purpose of the program is to develop the ability of education and</td>
<td>The primary purpose of the program is to develop the ability of education and</td>
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<td>education-related organizational practitioners to obtain and synthesize knowledge</td>
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<td>for the solution of institutional problems and practices. The program provides</td>
<td>for the solution of institutional problems and practices. The program provides</td>
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<td>value-added opportunities for candidates to develop breadth and depth in</td>
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<td>understanding leadership, policy, and applied research methodologies. In addition,</td>
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<td>program experiences contribute to the development of future leaders who will</td>
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<td>creatively generate new knowledge, critically conserve valuable and useful</td>
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<td>ideas, and responsibly transform those understandings through writing, teaching,</td>
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<td>and application. The dissertation for all areas of emphasis is expected to</td>
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<td>contribute knowledge and understanding of a critical issue drawn from the candidate’s</td>
<td>contribute knowledge and understanding of a critical issue drawn from the candidate’s</td>
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<td>field of practice and be applicable for improving educational organizations.</td>
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</table>
The Ed.D. in Educational Leadership:

- encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors;
- provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices;
- models interdisciplinary and inter-institutional collaboration through the program’s management and accountability structures;
- provides participants with leadership capacity to bring about changes that enhance student learning; and
- provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness.

Although this program is administratively housed in the College of Education and Behavioral Sciences Dean’s Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.

Admission Requirements

Intended candidates for the degree are individuals who have completed at least a master’s degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.

Program admission is based on a holistic evaluation of the candidate’s application file, which must include:

1. Transcripts of all undergraduate and graduate course work
2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization
3. Completed application
4. Current (within 1 year of application deadline) resume or vita
5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program
6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the
applicant’s potential for success in a doctoral program

7. Official GRE scores that meet the minimum GRE and GAP* scores for doctoral degrees as described in the WKU Graduate Catalog are preferred. (Note: The WKU Ed.D. program uses the master’s or other graduate degree GPA for GAP calculation.)

8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion or if Analytic Writing score falls below preferred minimum

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

1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL, a minimum of 7.0 on the IELTS; or a degree from an institution with English as the language of instruction)

2. Evidence of adequate financial resources

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

Degree Requirements

The program consists of 60 hours beyond a master’s or other graduate degree. The program includes a) an orientation seminar (3 hours), b) 9 hours of core leadership courses, c) 9 hours of core research and statistics courses, c) 21-24 hours of coursework related to the student’s program strand (see below) and dissertation topic, d) 6 hours of job-embedded internship, and e) 9-12 hours of dissertation. Each student’s academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements. To complete the program, students must 1) pass a qualifying exam that includes questions related to program core and strand outcomes; and 2) propose, complete, and successfully defend a dissertation.

CORE COURSES
EDLD 702 Orientation to Doctoral Studies (3 hours)

11. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program

12. Official GRE scores. Minimum scores of GRE-V = 145, GRE-Q = 145 (or their equivalents on older versions of the GRE), and 4.0 analytical writing are preferred.

13. Submission of a writing sample (requested during the admission review process) if applicants took the GRE without the Analytical Writing portion or if Analytic Writing score falls below preferred minimum.

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

14. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL, a minimum of 7.0 on the IELTS; or a degree from an institution with English as the language of instruction)

15. Evidence of adequate financial resources

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

Degree Requirements

The program consists of 60 hours beyond a master’s or other graduate degree. The program includes the following core coursework:

a) Orientation seminar course (3 hours)
b) Core leadership courses (9 hours)
c) Core research and statistics courses (9 hours)
d) Job-embedded internship (6 hours)
e) Dissertation (9-12 hours)

Additionally, students complete 21-24 hours of coursework related to their program strand specialization.
Leadership courses (9 hours)
EDLD 710 Leadership I – Leadership Theories and Ethics (3 hours)
EDLD 720 Leadership II – Individual and Group Issues in Leadership (3 hours)
EDLD 730 Leadership III – Leading the Organization (3 hours)

Research courses (9 hours)
EDLD 712 Research Methods and Design for Educational Leaders (3 hours)
EDLD 722 Measurement and Survey Methods for Educational Leaders (3 hours)
EDLD 732 Program Evaluation for Educational Leaders (3 hours)

Internship course (1-3 hours per course enrollment for a total of 6 hours)
EDLD 798 Internship in Administration and Supervision (3 hours)

Dissertation course (1-3 hours per course enrollment for a total of 9-12 hours)
EDLD 799 Dissertation*

*Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.

PROGRAM STRAND COURSES
The specific selection of program strand courses for a student’s program will be based on an evaluation of the candidate’s background and strengths, as well as on the candidate’s professional objectives and needs. With advisor approval, courses will be selected to support intellectual and professional development related to one of the four program strands:

- P-12 Administrative Leadership – designed for individuals desiring to serve or to enhance their capacity to serve as public school/school district administrators;
- Teacher Leadership – designed for individuals desiring to serve or to enhance their capacity to serve in leadership roles related to areas such as assessment, curriculum, technology, literacy, and classroom teaching;

Each student’s academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements.

To complete the program, students must 1) pass a qualifying exam that includes questions related to program core and strand specialization outcomes; and 2) propose, complete, and successfully defend a dissertation.

CORE COURSES
EDLD 702 Orientation to Doctoral Studies
EDLD 710 Leadership I – Leadership Theories and Ethics (3 hours)
EDLD 720 Leadership II – Individual and Group Issues in Leadership (3 hours)
EDLD 730 Leadership III – Leading the Organization (3 hours)

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Dissertation course (1-3 hours per course enrollment for a total of 9-12 hours)
EDLD 799 Dissertation*

*Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.

PROGRAM STRAND SPECIALIZATION COURSES (21-24 hours)
- Postsecondary Education Leadership — designed for individuals desiring to serve or to enhance their capacity to serve in two-year and four-year institutions; or
- Organizational Leadership — designed for individuals desiring to serve or to enhance their capacity to serve in education-related organizations that are not classified as schools, colleges, or universities.

More information may be found at: [http://www.wku.edu/cebs/doctorate/](http://www.wku.edu/cebs/doctorate/)

The specific selection of program strand specialization courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With advisor approval, courses will be selected to support intellectual and professional development related to one of the four program strands specializations:

*P-12 Administrative Leadership courses (21-24)* designed for individuals desiring to serve or to enhance their capacity to serve as public school/school district administrators:
- EDAD 707 Educational Leadership Policies and Politics (3 hours)
- Advisor Approved Electives (18-21 hours)

*Teacher Leadership courses (21-24 hours)* designed for individuals desiring to serve or to enhance their capacity to serve in leadership roles related to areas such as assessment, curriculum, technology, literacy, and classroom teaching:
- Advisor Approved Electives (21-24 hours)

*Postsecondary Education Leadership courses (21-24 hours)* designed for individuals desiring to serve or to enhance their capacity to serve in two-year and four-year institutions; or
- EDFN 675 Higher Education in America (3 hours)
- EDFN 685 Issues in Higher Education (3 hours)
- Advisor Approved Electives (15-18 hours)

*Organizational Leadership courses (21-24 hours)* designed for individuals desiring to serve or to enhance their capacity to serve in education-related organizations that are not classified as schools, colleges, or universities:
- BA 751 Strategic Leadership (3 hours)
- BA 752 Leading Innovation, Creativity and Change (3 hours)
- Advisor Approved Electives (15-18 hours)

More information may be found at: [http://www.wku.edu/cebs/doctorate/](http://www.wku.edu/cebs/doctorate/)

## 4. Rationale:

“Specialization” replaces “strand” because the Kentucky CPE created consistent labels for various program options. Core specialization courses are listed to ensure the “core knowledge” students in each specialization should possess at program completion. Establishing core knowledge also creates greater consistency in evaluating students during the qualifying
exam process. Other edits make the program courses up to date and its program requirements clearer to readers.

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

6. **Dates of committee approvals**:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
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<tbody>
<tr>
<td>EDD Leadership Council</td>
<td>9/18/2014</td>
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<tr>
<td>CEBS Curriculum Committee</td>
<td>10/07/2014</td>
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<tr>
<td>Professional Education Council (if applicable)</td>
<td>11/12/2014</td>
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<tr>
<td>Graduate Council</td>
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<td>University Senate</td>
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Proposal Date: 10/13/14

Ogden College of Science & Engineering
Mathematics Department
Proposal to Revise a Program
(Proposal Item)

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 5-2961

1. Identification of program:
   1.3 Current program reference number: 049
   1.4 Current program title: Master of Arts in Mathematics
   1.5 Credit hours: 30-34

2. Identification of the proposed program changes:
   - Replace TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544
     Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548
     Classroom Instruction: Managing the Learning Environment (1 hour) with TCHL 545: Classroom
     Instructional Strategies (3 hours).
   - Replace TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL
     554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III:
     Classroom Tests and Instruments (2 hours) with TCHL 555: School and Classroom Assessment (3
     hours).
   - Add new course TCHL 559 Action Research Design (1 hour)
   - Increase the required number of Secondary Education hours from 12-16 to 13-16 and increase the
     total number of program hours from 30-34 hours to 31-34 hours.
   - Reword the statement regarding proficiency evaluations to clarify what exams were now available
     because of the new course requirements listed above.
   - Reword the secondary mid-point assessment requirements to align with a previous revision of the
     MAE program in 2012 and eliminate confusion for students enrolled in the MA in Mathematics
     program.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
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<tr>
<td>This online program is intended for students who are secondary teachers who already hold teacher certification and are seeking rank change through attainment of a Master's degree. This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</td>
<td>This online program is intended for students who are secondary teachers who already hold teacher certification and are seeking rank change through attainment of a Master's degree. This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</td>
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<td>To be admitted to the M.A. program, students must meet the following criteria:</td>
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<td>(1) satisfy one of the following conditions:</td>
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<tr>
<td>• have a GAP score of at least 600,</td>
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</table>
have a GRE general score of at least 300, or
if students have graduated from WKU with a degree in mathematics, a GPA of at least 3.3 in their undergraduate major.

(2) a bachelor's degree in mathematics, OR the completion of the following undergraduate courses, with at most one deficiency:

(a) a calculus sequence through multivariable calculus,
(b) linear algebra,
(c) discrete mathematics,
(d) probability or calculus-based statistics,
(e) abstract algebra, and
(f) geometry.

Applicants must also have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

*Kentucky teachers whose certificates have expired may be admitted into the program, but they may enroll in no more than six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

Mathematics – 18 hours

1. The following courses are required:
   MATH 501 Introduction to Probability and Statistics I
   MATH 503 Introduction to Analysis
   MATH 511 Algebra from an Advanced Perspective
   MATH 512 Geometry from an Advanced Perspective


have a GRE general score of at least 300, or
if students have graduated from WKU with a degree in mathematics, a GPA of at least 3.3 in their undergraduate major.

(2) a bachelor's degree in mathematics, OR the completion of the following undergraduate courses, with at most one deficiency:

(a) a calculus sequence through multivariable calculus,
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Applicants must also have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.

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Mathematics – 18 hours

1. The following courses are required:
   MATH 501 Introduction to Probability and Statistics I
   MATH 503 Introduction to Analysis
   MATH 511 Algebra from an Advanced Perspective
   MATH 512 Geometry from an Advanced Perspective

A maximum of 9 hours at the 400G-level may be included in the entire program. Comprehensive exams in mathematics are required. A student who chooses to do a thesis is required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.

Secondary Education – 12-16 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.

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

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). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 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 30-34 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.

1. Professional Education Core – 9-16 hours. Courses denoted with an asterisk are required courses.
   *TCHL 500 – Foundations of Teacher Leadership (3 hours)
   *TCHL 530 – Curriculum Development (3 hours)

Secondary Education – 13-16 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.

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

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). All students must complete either TCHL 545 and 555 or pass proficiency evaluations for these courses. TCHL 500, 530, 559, and 560 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 31-34 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.

1. Professional Education Core – 10-16 hours. Courses denoted with an asterisk are required courses.
   *TCHL 500 – Foundations of Teacher Leadership (3 hours)
   *TCHL 530 – Curriculum Development (3 hours)
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TCHL 540</td>
<td>Classroom Instruction: Instructional Strategies</td>
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<td>TCHL 544</td>
<td>Classroom Instruction: Equitable School and Community Partnerships</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 548</td>
<td>Classroom Instruction: Managing the Learning Environment</td>
<td>1</td>
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<tr>
<td>TCHL 550</td>
<td>Student Assessment I: Fundamentals of Student Assessment</td>
<td>1</td>
</tr>
<tr>
<td>TCHL 554</td>
<td>Student Assessment II: Standardized Testing</td>
<td>1</td>
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<tr>
<td>TCHL 558</td>
<td>Student Assessment III: Classroom Tests and Instruments</td>
<td>2</td>
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<tr>
<td>*TCHL 560</td>
<td>Action Research Capstone for Teacher Leaders</td>
<td>3</td>
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2. Education Electives – 0-3 hours. Students who successfully complete the proficiency examinations for TCHL 545 or TCHL 555 may graduate with 31 hours. However, students who successfully complete the proficiency examinations for TCHL 545 and TCHL 555 must substitute at least one education course with advisor approval to have a minimum of 31 hours to graduate.

Secondary Education Mid-Point Assessment Requirements: Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate’s program of studies does not include the courses. Additional course work may be required based on the assessment results.

Secondary Education Completion Requirements:

1. Successfully complete TCHL 560 (Course grade of C or higher).
2. Give acceptable presentation of action research in approved venue.
3. Achieve a minimum 3.0 GPA overall and in secondary education course work.

4. Rationale for the proposed program change:

- Beginning in the fall of 2015, the School of Teacher Education will no longer offer courses that are part of the MA in Mathematics program. As a result, TCHL 540, TCHL 544, and TCHL 548 are being replaced with TCHL 545, and TCHL 550, TCHL 554, and TCHL 558 are being replaced with TCHL 555.
• The School of Teacher Education has created TCHL 559 which will serve as a prerequisite for TCHL 560. TCHL 560 is a required course in the MA in Mathematics program; therefore, TCHL 559 must be added to the program.
• The number of hours required in the secondary education component will increase from 12-16 to 13-16 to reflect the addition of TCHL 559 as a required course that cannot be replaced by taking a proficiency exam. This also increases the total number of hours from 30-34 to 31-34.
• It was also necessary to change the wording regarding proficiency evaluations to clarify what exams were now available because of the new course offerings.
• The last change was a rewording of the secondary mid-point assessment requirements to align with a previous revision of the MAE program in 2012 and eliminate confusion for students enrolled in the MA in Mathematics program.
• All of these changes will align the MA in Mathematics program with the changes that have already been implemented in the School of Teacher Education during the last semester.

5. Proposed term for implementation and special provisions (if applicable): Fall 2015
6. Dates of prior committee approvals:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Department</td>
<td>10/25/14</td>
</tr>
<tr>
<td>Ogden College Graduate Committee</td>
<td>11/21/14</td>
</tr>
<tr>
<td>Professional Education Council</td>
<td></td>
</tr>
<tr>
<td>Graduate Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td>University Senate</td>
<td></td>
</tr>
</tbody>
</table>
Proposal Date: 29 September 2014

Potter College of Arts & Letters
History Department
Proposal to Revise a Program
(Action Item)

Contact Person: Beth Plummer, beth.plummer@wku.edu, 5-5739

1. Identification of program:
   1.1 Current program reference number: 078
   1.2 Current program title: Master of Arts in History
   1.3 Credit hours: 30 (thesis option) or 36 (non-thesis option)

2. Identification of the proposed program changes:
   • Change wording of statement on GRE scores
   • Update verbal GRE score to 153
   • Update application due dates
   • Delete MATH 203 or Statistics as an option for research tool

3. Detailed program description:

<table>
<thead>
<tr>
<th>Old Program</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications to the Master of Arts in History program are handled by the Graduate Studies Office (<a href="http://www.wku.edu/graduate">www.wku.edu/graduate</a>). Students must meet the minimum standards for admission set forth by Graduate Studies.</td>
<td>Applications to the Master of Arts in History program are handled by the Graduate Studies Office (<a href="http://www.wku.edu/graduate">www.wku.edu/graduate</a>). Students must meet the minimum standards for admission set forth by Graduate Studies.</td>
</tr>
<tr>
<td>Applicants must sit for the Graduate Record Examination (GRE) and submit scores to the university as part of their application. The advanced test in History is not required.</td>
<td>All applicants must sit for the Graduate Record Examination (GRE) and submit scores to the university as part of their application. There are no exceptions to this requirement even for candidates with graduate degrees. The advanced test in History is not required.</td>
</tr>
<tr>
<td>Applicants must meet the following admission standards set forth by the History Department:</td>
<td>Applicants must meet the following admission standards set forth by the History Department:</td>
</tr>
<tr>
<td>• Completion of at least 18 undergraduate credit-hours in history with a grade point average of at least 3.0 in history courses (on a 4.0 scale)</td>
<td>• Completion of at least 18 undergraduate credit-hours in history with a grade point average of at least 3.0 in history courses (on a 4.0 scale)</td>
</tr>
<tr>
<td>• An overall undergraduate grade point average of at least 3.0 (on a 4.0 scale)</td>
<td>• An overall undergraduate grade point average of at least 3.0 (on a 4.0 scale)</td>
</tr>
<tr>
<td>• A GRE Verbal Reasoning section score of at least 500 (if taken before Aug. 2011) or 150 (if taken Aug. 2011 or later)</td>
<td>• A GRE Verbal Reasoning section score of at least 500 (if taken before Aug. 2011) or 150 (if taken Aug. 2011 or later)</td>
</tr>
<tr>
<td>• Applicants must submit application and all supporting materials by June 15 (fall semester start) or November 15 (spring semester start)</td>
<td>• Applicants must submit application and all supporting materials by April 15 (fall semester start) or October 15 (spring semester start)</td>
</tr>
</tbody>
</table>

Applicants must also submit:
Applicants must also submit:

- A brief (approximately 750 words) personal statement that discusses why they wish to pursue the Master of Arts degree in History;
- A sample research paper (at least five pages long).

The History Department will admit students twice a year on a competitive, academic merit-based basis. The History Department may limit the number of students admitted to maintain the quality and size of the MA program’s student body.

Degree requirements
A student who has an undergraduate major in history may be permitted to take six to nine hours of graduate work in a related field in courses approved by the Graduate Advisor. A student who presents an undergraduate minor in history must complete the entire program in the field of history.

Both Plan A (thesis) and Plan B (non-thesis) are available. Plan A requires 30 hours. Plan A requires a minimum of 21 hours of elective course work, Historiography (HIST 535), and the thesis (6 hours). Reading proficiency in a modern foreign language must be demonstrated. Plan B requires 36 hours. Historiography (HIST 535) must be included in the program or used as a research tool. The research tool may be met by demonstrating proficiency in a foreign language, completing Math 203 or Statistics, or completing History 535.

**Plan A – minimum of 30 hours**

- HIST 535 Historiography
- 21 hours of electives
- Thesis
- Modern foreign language reading proficiency

**Plan B – minimum of 36 hours**

- HIST 535 Historiography
- 33 hours of electives
- Research Tool: may be met by demonstrating proficiency in a foreign language, completing Math 203 or Statistics, or completing History 535
- Modern Foreign language reading proficiency

Comprehensive Exam
Students should contact the History Graduate Advisor early in their programs for help in compiling a list of books to study in preparation for the comprehensive exam. Students must pass the comprehensive exam (oral and written) over course work, bibliography, and (if Plan A) thesis.
4. Rationale for the proposed program change:
   - A significant number of applicants with graduate degrees are directed to us for exceptions to our GRE requirement or contact us directly. Since we do not make exceptions, we would like to make this clear.
   - When we updated our program to reflect the new GRE scoring system, the concordance was not yet clear. According to the updated concordance between the old and new GRE scoring, a verbal score of 500 in the old system is 153 in the new system.
   - We are updating our application due dates to keep in line with changes in the due dates for graduate assistantships and to make sure that new graduate students can register with other students for classes.
   - MATH 203 is no longer offered, it is an undergraduate course, very few students ever used this option, and statistics is no longer used as the research tool in Ph.D. programs in history.

5. Proposed term for implementation and special provisions (if applicable): Fall 2015

6. Dates of prior committee approvals:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>History Department</td>
<td>October 21, 2014</td>
</tr>
<tr>
<td>PCAL College Curriculum Committee</td>
<td>November 6, 2014</td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
</tr>
<tr>
<td>University Senate</td>
<td></td>
</tr>
</tbody>
</table>
University College
Honors Academy
Proposal to Create a New Academic Degree Type
(Proposal Date: 09/10/14)

Contact Person: Clay Motley, clay.motley@wku.edu, 745-3171

1. Identification Academic Degree Type:
   1.1 Academic degree type name: Master of Philosophy
   1.2 Standard degree type abbreviation: M.Phil.
   1.3 Catalog description of academic degree type:
       The Master of Philosophy (M.Phil.) is intended for students in the Honors College at WKU who
       wish to earn a research-focused graduate degree concurrently with their bachelor’s degree. It is
designed to develop advanced skills in carrying out independent research through 30 hours of
graduate coursework, including a six-hour thesis. The program is designed for students who
intend to pursue advanced graduate or professional degrees after graduation.

2. Rationale:
   2.1 Reason for developing the proposed academic degree type:
       The M.Phil. degree type is intended to serve a relatively small number of Honors
College students who will benefit from concentrated graduate coursework and research skills that
are earned concurrently with their undergraduate degree, thus better preparing them for admission
to and success in highly competitive graduate and professional programs. All M.Phil. programs
will be initiated by a department or departments who wish to offer it and create an approved 30-
hour JUMP.
Honors College students demonstrate a strong likelihood to continue on to graduate or
professional school after completing their baccalaureate at WKU, with 65% of 2014 graduates
admitted to graduate or professional programs. Since 2011, Honors College graduates have been
accepted to programs at Harvard University, Yale University, Oxford University, Cambridge
University, Columbia University, Cornell University, MIT, University of Chicago, and many
more. Thus, the M.Phil. addresses a specific interest and need for a subset of Honors College
students who wish to gain graduate-level knowledge and skills while also completing their
baccalaureate requirements.

Further, many Honors students have the curricular flexibility that would allow them to complete
the M.Phil. requirements concurrently with their baccalaureate degree. In Fall 2014, new students
enrolling in the Honors College earned an average of 13 hours of college credit prior to starting
their first semester at WKU. Some students earn many more; in fact, based on hours toward
graduation, 13 first-time, first-year Honors students started the Fall 2014 semester as Juniors, and
70 first-time, first-year Honors students started the Fall 2014 semester as Sophomores. We
anticipate the M.Phil. appealing most to students with significant curriculum flexibility.
While a single department may offer an M.Phil., multiple departments, even in different academic
colleges, can collaborate to create an interdisciplinary M.Phil. program, thus increasing
interdisciplinary programs at WKU and increasing opportunities for interdisciplinary teaching and
collaboration.
The M.Phil. will increase the number of students enrolled in WKU graduate courses and the number of graduate degrees conferred by WKU.

None of WKU’s peer institutions and no universities in Kentucky offer a program similar to the one proposed. The opportunity to earn two degrees in four years and take more graduate courses as an undergraduate will be a distinctive recruiting advantage for WKU and the Honors College.

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

The specific academic need for M.Phil. programs will vary depending on the department or departments choosing to offer the M.Phil. For example, the Department of Kinesiology, Recreation, and Sport is proposing an M.Phil. program in Sports Science to help prepare their graduates for admission to highly competitive Physical Therapy programs. Future departments designing an M.Phil. program will likely have different academic needs.

Generally, Honors College students have a strong need for preparation for admission to competitive graduate and professional programs, and many have the curricular flexibility and academic interests to pursue an M.Phil. degree while completing their baccalaureate degree (as detailed in 2.1). It is important to emphasize that the M.Phil. is not intended for all Honors College students; it is designed for a small subset of students with the curricular flexibility and academic desire to earn an M.Phil. concurrently with their baccalaureate degree. Some students may prefer to double or triple major, but some will prefer the depth of concentrated study and preparation an M.Phil. program would offer.

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

No other universities in Kentucky nor WKU’s benchmark institutions offer an M.Phil. degree. In fact, only six universities in the United States offer an M.Phil. (College of the Atlantic, Columbia University, CUNY, University of Pennsylvania, University of Utah, and Yale University), and there is not a common curriculum or purpose for these differing graduate programs.

A strength of the M.Phil. is its distinctiveness as a JUMP program designed to be completed by Honors College students in four years, concurrently as they complete their baccalaureate requirements, with a focus on preparation for further graduate study. This should be a recruiting advantage for WKU and the Honors College, as well as a benefit to students.

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

The U.S. Department of Education lists the M.Phil. in its official list of Master’s Degrees. The M.Phil. degree is offered by several national universities (named above). As cited in 2.3, there are currently six universities in the United States offering an M.Phil. degree. These universities do not each have the same purpose or curriculum for their M.Phil. degrees. However, at each university an M.Phil. is a graduate degree, often designating the recipient’s intent for advanced graduate study.

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

An M.Phil. degree program may be proposed by a department or set of departments. It must be approved by the dean(s) of the college(s), the Executive Director of the Honors College, the Dean of the Graduate School, the Graduate Council, the University Senate, and the Provost. A department, if it chooses, may offer the M.Phil. and a MA/MS; however, these are distinct degrees, as the M.Phil. will always be a JUMP designed for Honors College undergraduates. The M.Phil. will increase the number of students taking graduate courses in a given department and
increase the number of graduate degrees granted by WKU; it will provide a potential increase of highly qualified students for a department’s graduate courses and faculty.

2.6 Current WKU major(s) qualifying for this degree type:
Any department or group of departments willing to create and make available the requisite number of graduate course needed to satisfy the requirements of the JUMP are eligible. Currently, the Department of Kinesiology, Recreation, and Sport has created a formal proposal for a Master of Philosophy degree in Sports Science.

2.7 Projected number of annual graduates in the proposed degree type:
Ten (10) annual graduates, although it will take several years to build up to this number. This number is based on the following: the Honors College graduated 168 students in AY 2013-14, and we anticipate graduating 200 students in AY 2014-15. Currently, about 45% of Honors graduates choose the Capstone Experience/Thesis option (CE/T), but we estimate the number will be at least 50% in a year. If 10% of students choose the M.Phil. option instead of the CE/T option, then there will be about 10 M.Phil. graduates annually.

3. Proposed term for implementation: Fall 2015

4. Dates of prior committee approvals:

<table>
<thead>
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<th>Committee</th>
<th>Approval Date</th>
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<tr>
<td>Honors Academy</td>
<td>September 10, 2014</td>
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<tr>
<td>University College Curriculum Committee</td>
<td>October 24, 2014</td>
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<tr>
<td>Consultation with CPE through Provost’s Office</td>
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<tr>
<td>Graduate Council</td>
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<td>University Senate</td>
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<td>Board of Regents</td>
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</tbody>
</table>
The following items are submitted for consideration for the 12/11/14 meeting of the Graduate Council:

<table>
<thead>
<tr>
<th>Type of Item</th>
<th>Item Description and Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Revise a Course</td>
</tr>
<tr>
<td></td>
<td>RSA 544 Championship Events Practicum</td>
</tr>
<tr>
<td></td>
<td>Contact: Brad Stinnett, <a href="mailto:Brad.stinnett@wku.edu">Brad.stinnett@wku.edu</a>, 745-4329</td>
</tr>
<tr>
<td>Action</td>
<td>Proposal to Revise A Course</td>
</tr>
<tr>
<td></td>
<td>SLP 550 Consultation in Communication Sciences and Disorders</td>
</tr>
<tr>
<td></td>
<td>Contact: Lauren Bland, <a href="mailto:Lauren.bland@wku.edu">Lauren.bland@wku.edu</a>, 745-8860</td>
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<tr>
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<td></td>
<td>KIN 598 Capstone Research Experience</td>
</tr>
<tr>
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<td>Contact: Mark Schafer, <a href="mailto:Mark.schafer@wku.edu">Mark.schafer@wku.edu</a>, 745-5857</td>
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<tr>
<td>Action</td>
<td>Create a New Course</td>
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<td></td>
<td>KIN 525 Fitness Management</td>
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<td>Contact: Mark Schafer, <a href="mailto:Mark.schafer@wku.edu">Mark.schafer@wku.edu</a>, 745-5857</td>
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<tr>
<td>Action</td>
<td>Revise a Program</td>
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<tr>
<td></td>
<td>095 Recreation and Sport Administration</td>
</tr>
<tr>
<td></td>
<td>Contact: Brad Stinnett, <a href="mailto:Brad.stinnett@wku.edu">Brad.stinnett@wku.edu</a>, 745-4329</td>
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<td>Action</td>
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<tr>
<td></td>
<td>0454 Master of Science in Kinesiology</td>
</tr>
<tr>
<td></td>
<td>Contact: Mark Schafer, <a href="mailto:Mark.schafer@wku.edu">Mark.schafer@wku.edu</a>, 745-5857</td>
</tr>
<tr>
<td>Action</td>
<td>Create a New Degree Program</td>
</tr>
<tr>
<td></td>
<td>Master of Philosophy in Sport Science</td>
</tr>
<tr>
<td></td>
<td>Contact: Scott Lyons, <a href="mailto:Scott.lyons@wku.edu">Scott.lyons@wku.edu</a>, 270-745-6035</td>
</tr>
<tr>
<td></td>
<td>Clay Motley, <a href="mailto:clay.motley@wku.edu">clay.motley@wku.edu</a> 270-745-2081</td>
</tr>
</tbody>
</table>
Revise a Course  
(Action)

Date: October 20, 2014  
College, Department: CHHS, School of Kinesiology, Recreation & Sport  
Contact Person: Brad Stinnett, Ph. D.  
Contact Information: brad.stinnett@wku.edu  
270-745-4329

1. Identification of course
   1.6 RSA 544  
   1.7 Course title: Championship Events Practicum

2. Proposed change(s):
   2.1 course number: No change  
   2.2 course title: Proposed: Practicum in Interscholastic Sport  
   2.3 credit hours: No change  
   2.4 grade type: No change  
   2.5 prerequisites: No change  
   2.6 corequisites: No change  
   2.7 course description: Current: Study of the organization and administration of interscholastic championship events. Does not count toward certification or rank change in Kentucky. Proposed: Cooperative field experiences in approved interscholastic sport settings where student obtain professional administrative and/or programming experiences with agency and university supervision.  
   2.8 other: None

3. Rationale for revision of course: The proposed course name change will better reflect the overall focus and intent of the course, which is an emphasis on a practical experience in an interscholastic setting.

4. Term of implementation: Fall 2015

5. Dates of committee approvals:

   School of Kinesiology, Recreation and Sport  
   10-20-2014
   College Curriculum Committee  
   11/11/2014
   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.
COURSE INVENTORY FORM

Course Revisions

Note: If course revision affects subject area, course number, or course title, complete both #1 and #2, and any other proposed changes.
If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.

1. Identification of Existing Course
   Existing Subject Area: RSA
   Existing Course Number: 544
   Existing Course Title: CHAMPIONSHIP EVENTS PRACTICUM

2. Identification of Proposed Course
   Proposed Subject Area: RSA
   Proposed Course Number: 544
   Proposed Official Course Title: PRACTICUM IN INTERSCHOOL SPORT
   Proposed Abbreviated Title: Pract in Interschool Sport

3. First Effective Term for Course Revision (e.g. Spring 2012=201201, Fall 2012=201209) 201503

4. Offering Unit (See Table of Code Values.)
   College: EE
   Department: FYS

Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.

5. Credit Hours
   Fixed Credit Hours: 
   Variable Credit Hours: 

6. Repeat Limit (See instructions.)
   □ Total Maximum Hours (See instructions.)

7. Grading (Check all that apply.)
   □ Standard Letter Grading
   □ Pass/Fail Only
   □ No Grade
   □ In Progress - IP (course is intended to span more than one term)

8. Schedule Type (See Table of Schedule Types.)

9. Corequisites (courses required to be taken concurrently with this course)
   Subject Area
   Course Number

10. Equivalent Courses (Include South Campus (C suffix) courses and other equivalent courses.)
   Subject Area
   Course Number

11. Prerequisites (See instructions.)
   Subject Area
   Course Number

12. Course Attributes
   □ Honors Course
   □ Developmental Course

13. Course Restrictions
   □ Include
   □ Exclude
   College
   College
   College
   Major
   Major
   Classification

14. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)
   Cooperative field experiences in approved interscholastic sport settings where students obtain professional administrative and/or programming experiences with agency and university supervision.

Office of the Registrar Use

UCC
Graduate Council

University Senate
President

CIP
Banner Data

Course Code
Evaluate

October 2015

22
Revise a Course
(Action)

Date: November 12, 2014
College, Department: CHHS, Communication Sciences and Disorders
Contact Person: Lauren Bland, lauren.bland@wku.edu, 745-8860

1. Identification of course
   1.1 Course prefix and number: SLP 550
   1.2 Course title: Consultation in Communication Sciences and Disorders

2. Proposed change(s):
   2.1 course number: n/a
   2.2 course title: Speech-Language Pathology and Counseling: Strategies for Clinical Practice
   2.3 credit hours: n/a
   2.4 grade type: n/a
   2.5 prerequisites: n/a
   2.6 corequisites: n/a
   2.7 course description: n/a
   2.8 other: n/a

3. Rationale for revision of course: To more accurately reflect the content of the course, CSD wants the term ‘counseling’ included in the title. Students have requested this so that the content of the course appears on their transcript.

4. Term of implementation: Summer 2015

5. Dates of committee approvals:

   Department 11/14/14
   CHHS Graduate Curriculum Committee 12/1/14
   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: September 22, 2014
College, Department: CHHS, Kinesiology, Recreation and Sport
Contact Person: Dr. Mark Schafer, mark.schafer@wku.edu, 745-5857

1. Identification of course
   1.1 Course prefix and number: KIN 598
   1.2 Course title: Capstone Research Experience in Exercise Physiology

2. Proposed change(s):
   2.1 course number:
   2.2 course title:
   2.3 credit hours: Current: 6 hours. Proposed: Variable (1-6 hours)
   2.4 grade type:
   2.5 prerequisites:
   2.6 corequisites:
   2.7 course description:
   2.8 other: Can be repeated up to 5 times (total of 6 hours)

3. Rationale for revision of course: to allow students to complete capstone hours over the course of 2 or more semesters

4. Term of implementation: Fall 2015

5. Dates of committee approvals:

   School of Kinesiology, Recreation and Sport                            October 13, 2014
   CHHS Graduate Curriculum Committee                                   11/11/2014
   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.
Office of the Registrar

COURSE INVENTORY FORM

Check Only  X Create New Course  \[25\]  Temporary Course Offering

1. Has this course previously been offered on a temporary basis? \[Y\] Yes  \[N\] No  If yes, indicate the term offered □

2. Subject Course Area  Course Number  Title (as it should appear on the transcript; maximum of 30 letters & spaces) □  □  □  \[FITNESS MANAGEMENT\]

3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230) □  □  □  \[201210\]

4. Official Course Title \[FITNESS MANAGEMENT\]

5. Offering Unit (See Table of Code Values.)  College  □  Department  PHH  □

6. Credit Hours: Fixed Credit Hours □  □  □  □  Variable Credit Hours □  □  □  □

7. Repeat Limit (See instructions.) □  □  Total Maximum Hours (See instructions.) □  □  □

8. Grading (Check all that apply.) □  Standard Letter Grading  □  Pass/Fail Only  □  No Grades  □  □  In Progress - IP (Course is intended to span more than one term.)

9. Schedule Type (See Table of Schedule Types.) □  □  □

10. Corequisites (courses required to be taken concurrently with this course) □  □  □

11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses) □  □  □

12. Prerequisites (See instructions.) □  □  □

13. Course Attribute □  □  □  □

14. Course Restrictions □  □  □  □  □  □  □  □  □  □  □  □  □  □  □  □  □  □  □  □

15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g. course fees, pass/fail grading, field trips, transportation requirements, etc.)

The course will provide content addressing the current industry standards and guidelines for operating private, corporate and clinical fitness facilities and fitness management scenarios and case studies will be used to apply the course content to the field setting.

16. Approvals for Temporary Course Only: □  □  □  □

Department Head ___________________________  Date ___________________________

College Dean ___________________________  Date ___________________________

Graduate Dean ___________________________  Date ___________________________

Provost Office ___________________________  Date ___________________________

Office of the Registrar Use

UCC  University Senate  CIF  Course Desc

Graduate Council  Provost  Banner Data  Evaluates

October 2013

25
EXAMPLE SYLLABUS

KIN 525 – FITNESS MANAGEMENT

I.

II. COURSE INFORMATION:

   Semester:  
   Credit Hours: 3
   Online Course
   Instructor: Dr.
   Office Location: Smith Stadium
   Office Phone: 270-745-
   E-mail: @wku.edu
   Skype: @Skype
   Office hours: By appointment.

REQUIRED TEXTBOOKS:


SUGGESTED RESOURCES:


ACSM's Resources for the Health Fitness Specialist (1st ed.). Lippincott Williams & Wilkins, 2013
COURSE DESCRIPTION: The course will provide content addressing the current industry standards and guidelines for operating private, corporate and clinical fitness facilities. Fitness management scenarios and case studies will be used to apply the course content to the field setting.

Prerequisite: Admission in the MS in Kinesiology, or permission of instructor.

COURSE INFORMATION:

Since it is an online course, please check your e-mail and Blackboard on a regular basis (throughout each day) for announcements concerning the course. It is incumbent upon YOU, the student, to keep up with the readings, assignments, discussions, quizzes, exams, etc. Please be very careful in regards to the due dates of the quizzes, exams, assignments, etc. and make sure to follow the instructions precisely to ensure you complete the work on time and in the appropriate manner. We are covering an entire semester in 5 weeks so we will cover a great deal of material very quickly. The course will require you to study, complete work, and turn in work almost every day.

Reading Assignments: You will have daily reading assignments. I suggest getting an early start as there is a large volume of reading associated with this course. The readings will come from your text as well as from other sources. Those “other sources” will be things that I post to Blackboard that you will be required to print for yourself (if you choose…you may opt simply to save these items to your computer). I do reserve the right to post additional readings, podcasts, etc. if I find something that I think would be appropriate. I will also post PowerPoint files (as well as other useful resources) containing outlines of the material. These will be “outlines,” not “notes,” so you will still need to read the assigned material to get the full understanding of the topics germane to this class. The PowerPoint slides are located in the “Content” folder on Blackboard.

Written Assignments: These will be assignments for you to complete after/while doing the readings. This is a Graduate course and it is my expectation that you will provide a graduate level effort with a coherent and detailed response to each question. Written assignments will be short answer and case studies. The due date and time for each will be posted with the assignment.

Exams: The exams will be posted to Blackboard at 5:00 am on the assigned days (below). They will be due at or before 11:59 pm the same day. The exams will consist of multiple choice questions as well as short answer questions and case studies.

Exam 1 - (Exam will open at 5:00 AM and will be due by 11:59 PM.)
Exam 2 - (Exam will open at 5:00 AM and will be due by 11:59 PM.)

Discussion Board Topics: Discussion Board topics will be posted prior to the beginning of the semester, and you will be responsible for two each week. I have posted them so you can go ahead and get started if you want. The topics will often include a link or two to additional readings, upon which the entire class is responsible for discussing, commenting, etc. You may agree with each other, disagree, whatever, but you must be prepared to defend your position either way…especially as I may enter the discussion at any point. You may link research articles, etc. to your thread if you want if it helps to defend your opinion. You will be evaluated on your participation and the quality of your arguments. Please think of how the topic relates to your profession and how you would apply it to your career. You MUST have at least ONE original post per topic, as well as at least TWO follow-up comments to others’ posts. In other words, you must have a minimum of THREE posts per topic, with at least ONE of them being your original post. Discussion Board topics will be unavailable at 11:59 pm on the assigned date.

Quizzes: You will have quizzes on a regular basis over your readings/assignments. These will be timed and will generally be 10 – 20 multiple choice/true-false questions. Each question will be worth two points. There will be 10 quizzes. There will be no opportunity to make up a quiz.
III. COURSE ASSESSMENT:

**Tentative Grading (Assessment Strategies):**

Exams (2) (29%)
Quizzes (10) (25%)
Written Assignments/Case Studies (7) (46%)

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<tr>
<th>Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100 %</td>
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<td>80 - 89 %</td>
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<td>C</td>
<td>70 - 79 %</td>
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<tr>
<td>D</td>
<td>60 - 69 %</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60 %</td>
</tr>
</tbody>
</table>

***Please Note: Failure to complete either of the exams will result in automatic failure for the entire course***

IV.

V.

Any changes to the syllabus will be indicated on Blackboard via the announcements. Due dates and assignments are subject to change and you will be notified immediately of any changes to any of the assigned material. Please make sure to keep up with any of the information provided for you throughout the term.

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**TENTATIVE COURSE OUTLINE**

Introduction to Health & Fitness Industry
   - Private, corporate, and clinical facilities
Pre-Activity Screening
   - Standards and Guidelines for Pre-Activity Screening
   - Risk stratification
   - Medical history
Orientation, Education, and Supervision of facility members
   - Standards and Guidelines for Orientation, Education, and Supervision
Risk Management and Emergency Policies
   - Standards and Guidelines for Risk Management and Emergency Policies
Hiring Fitness Facility Professional Staff and Independent Contractors
   - Standards and Guidelines for Health/Fitness Facility Professional Staff and Independent Contractors
Recruiting and hiring credentialed professionals
Training of staff
Staff retention
Staff evaluations

Health/Fitness Facility Operating Practices
Standards and Guidelines for Health/Fitness Facility Operating Practices
Evaluation of operating practices

Health/Fitness Facility Design and Construction
Standards and Guidelines for Health/Fitness Facility Design and Construction

Health/Fitness Facility Equipment
Standards and Guidelines or Health/Fitness Facility Equipment
Purchasing equipment
Choosing the right equipment
Equipment maintenance

Signage in Health/Fitness Facilities
Standards and Guidelines for Signage in Health/Fitness Facilities

Marketing and Sales
Marketing a fitness facility
Increasing sales
Retention
Customer service

VI. COURSE POLICIES WKU STUDENT INFORMATION

Delinquent Work: All work is due at or before the time stated. NO EXCEPTIONS!!! I suggest that you not wait until right before the time an assignment is due before turning it in. This is because if everyone does that the server could get jammed resulting in some people (and it may be you) having late work. Also, the time something is delivered to Blackboard will be based on my computer’s clock, not yours. Remember, mine may be as much as 10 minutes faster than yours. All written assignments turned in after the “due time” will be penalized one letter grade (ten percentage points) for every 24 hours delinquent. You will not have the opportunity to make up any discussion boards, or quizzes not completed. All work must be turned in to get credit for the course. For example, if you decide not to participate in the discussion board or you do not turn in a written assignment, you will not get a grade for the course until you complete the work in a satisfactory manner. You will not get a grade for the work you submit, but it must be completed to get you grade for the course. If you do not turn in the work before the start of the next semester/session, your grade will automatically be changed to an “F”.

Style: All work should be completed in Microsoft Word. If you don’t have a current version of MS Word (2003 or later) I suggest you do one of two things: find a computer lab with updated software or buy it for yourself.

Extra Credit: There will NOT be any opportunity to perform additional work for the purpose of attaining extra credit. You are encouraged to spend your time preparing for that work which is assigned for evaluation. Please do not ask!

Posting Grades: I will use the Blackboard grade book to post grades. There should be no confusion over what your grade is at any given time.

Academic Misconduct: All acts of dishonesty in any work constitute academic misconduct. In the event of academic misconduct, the student(s) will receive a failing grade (“F”) for the course, and may be reported to the University Disciplinary Committee. You must do your own work for the course. Any submitted work for the
course that is not your own, plagiarized from another student, or completed by you will result in immediate and extreme disciplinary action. Do not risk your academic career by cheating in any way during this online course.

**Students with Special Needs:** Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS) located in Garrett Conference Center, Room 101. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services
Revise a Program
(Action)

Date: October 20, 2014
College: College of Health & Human Services
Department: School of Kinesiology, Recreation & Sport
Contact Person: Brad Stinnett, Ph.D.  brad.stinnett@wku.edu  270-745-4329

1. Identification of program:
   1.1 Reference number: 095
   1.2 Program title: Recreation and Sport Administration

2. Proposed change(s):
   2.1 ✗ title:
      - Change the name of the concentration from Athletic Administration and Coaching to Interscholastic Athletic Administration and Coaching
   2.2 ☐ admission criteria: No proposed changes
   2.3 ✗ curriculum:
      - Replace RSA 530 (Advanced Studies in Recreation) with RSA 538 (Facility and Event Security Management) in the Athletic Administration and Coaching concentration
   2.4 ✗ other:
      - Reflect name change of RSA 544 from Championship Events Practicum to Practicum in Interscholastic Sport

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Catalog Description</th>
<th>Proposed Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This program is designed to prepare professional Recreation and Sport Administration practitioners for a wide range of occupations. The program offers six concentrations: 1) General, 2) Athletic Administration and Coaching, 3) Facility and Event Management, 4) Sport Media and Branding, 5) Athletic Training, and 6) Intercollegiate Athletic Administration. The General concentration provides opportunity for study in a specialized area of recreation and sport as students select three elective courses in their area of interest. The Athletic Administration and Coaching concentration provides an opportunity for persons interested in Athletic Administration to gain knowledge, research and experience in this dynamic area. The Facility and Event Management concentration allows for professional development in the rapidly growing discipline of facility and event management. The Sport Media and Branding concentration is designed for students interested in sport media relations, sport branding, digital media production and distribution, and sport sponsorships. The Athletic Training concentration provides the certified and certification-eligible athletic training student an opportunity to further develop knowledge and skills related to this vibrant field. The program is appropriate for athletic trainers in all employment settings. The Intercollegiate Athletic Administration</td>
<td>This program is designed to prepare professional Recreation and Sport Administration practitioners for a wide range of occupations. The program offers six concentrations: 1) General, 2) <strong>Interscholastic</strong> Athletic Administration and Coaching, 3) Facility and Event Management, 4) Sport Media and Branding, 5) Athletic Training, and 6) Intercollegiate Athletic Administration. The General concentration provides opportunity for study in a specialized area of recreation and sport as students select three elective courses in their area of interest. The <strong>Interscholastic</strong> Athletic Administration and Coaching concentration provides an opportunity for persons interested in Athletic Administration to gain knowledge, research and experience in this dynamic area. The Facility and Event Management concentration allows for professional development in the rapidly growing discipline of facility and event management. The Sport Media and Branding concentration is designed for students interested in sport media relations, sport branding, digital media production and distribution, and sport sponsorships. The Athletic Training concentration provides the certified and certification-eligible athletic training student an opportunity to further develop knowledge and skills related</td>
</tr>
</tbody>
</table>
The Intercollegiate Athletic Administration concentration is designed for individuals looking to enter the field or professionalize their experience in intercollegiate athletics.

<table>
<thead>
<tr>
<th>Current Curriculum</th>
<th>Proposed Curriculum</th>
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</thead>
<tbody>
<tr>
<td><strong>Prefix #</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>RSA 501</td>
<td>Research Methods in Recreation and Sport</td>
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<tr>
<td>RSA 513</td>
<td>Recreation and Sport Administration</td>
</tr>
<tr>
<td>RSA 515</td>
<td>Recreation and Sport Facility Development</td>
</tr>
<tr>
<td>RSA 517</td>
<td>Legal Issues in Recreation and Sport</td>
</tr>
<tr>
<td>RSA 519</td>
<td>Fiscal Practices in Recreation and Sport</td>
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<tr>
<td>RSA 521</td>
<td>Public Relations in Recreation and Sport</td>
</tr>
<tr>
<td>RSA 523</td>
<td>Theory of Recreation and Sport</td>
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<td><strong>Core Total</strong></td>
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<table>
<thead>
<tr>
<th>Concentration Courses</th>
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<tbody>
<tr>
<td>RSA 530</td>
<td>Advanced Studies in Recreation</td>
</tr>
<tr>
<td>RSA 542</td>
<td>Current Issues in Interscholastic Sport</td>
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<tr>
<td>RSA 543</td>
<td>Sports Medicine</td>
</tr>
<tr>
<td>RSA 544</td>
<td>Championship Events Practicum</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>33</td>
</tr>
</tbody>
</table>

No changes to other concentrations are proposed.

*General Concentration (RECG) – 12 hours*
RSA 590 Practicum in Recreation and Sport
9 hours of electives

*Facility and Event Management Concentration (REFM) – 12 hours*
RSA 590 Practicum in Recreation and Sport
RSA 534 Facility Management
RSA 536 Event Management
RSA 538 Facility and Event Security Management

*Sport Media and Branding Concentration (RESN) - 12 hours*
JOUR 536 Sport Branding: A New Game
JOUR 537 Sports Sponsorships: New Revenue Strategies
JOUR 543 Strategic Public Relations Writing for Sport
JOUR 547 Issues in Sport Media Relations
Athletic Training Concentration (REAT) - 12 hours
KIN 528 Dynamics of Injury Management
RSA 546 Leadership and Ethics in Sports Healthcare
KIN 503 Advanced Motor Learning and Control
KIN 524 Advanced Biomechanics

Intercollegiate Athletic Administration Concentration (REAA) - 12 hours
RSA 538 Facility and Event Security Management
RSA 554 Student-Athlete Development
RSA 556 Governance in Intercollegiate Athletics
RSA 558 Compliance in Intercollegiate Athletics

4. **Rationale:**
   - The new course proposed, RSA 538 (Facility and Event Security Management), will enhance the overall program by better addressing industry standards and trends. This course addresses the values and priorities of our two partnering organizations, the International Association of Venue Managers (IAVM) and the National Interscholastic Athletic Administrators Association (NIAAA).
   - The proposed course name change will better reflect the overall focus and intent of the course, which is an emphasis on a practical experience in an interscholastic setting.
   - The new concentration name proposed, Interscholastic Athletic Administration and Coaching helps differentiate this concentration from the Intercollegiate Athletic Administration concentration and better describes the overall purpose of the program. The new name will allow for more effective marketing and recruitment strategies and will better reflect the overall focus of the curriculum.

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

6. **Dates of committee approvals:**

<table>
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<th>Committee</th>
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<tbody>
<tr>
<td>Department</td>
<td>10-20-2014</td>
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<tr>
<td>CHHS Graduate Curriculum Committee</td>
<td>11/11/2014</td>
</tr>
<tr>
<td>Graduate Council</td>
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</tr>
<tr>
<td>University Senate</td>
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</table>
Revise a Program
(Action)

Date: September 22, 2014
College: Health and Human Services
Department: School of Kinesiology, Recreation and Sport
Contact Person: Dr. Mark Schafer, mark.schafer@wku.edu, (270)745-5857

1. Identification of program:
   1.1 Reference number: 0454
   1.2 Program title: Master of Science in Kinesiology

2. Proposed change(s):
   2.1 □ title:
   2.2 ☑ admission criteria: (Note: The changes indicated are NOT for the Physical Education teacher leader program)
   2.3 ☑ curriculum:
   2.4 ☑ other:

3. Detailed program description:

<table>
<thead>
<tr>
<th>Existing Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catalog Description</strong></td>
<td><strong>Catalog Description</strong></td>
</tr>
<tr>
<td>The M.S. in Kinesiology program has four concentrations: Physical Education Teacher Leader, Exercise Physiology, Fitness Management, and Corporate Health Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards. The Exercise Physiology, Fitness Management, and Corporate Health Management concentrations do not lead to rank change for Kentucky teachers.</td>
<td>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 Exercise Physiology and Fitness Management concentrations do not lead to rank change for Kentucky teachers.</td>
</tr>
<tr>
<td><strong>Admission Requirements</strong></td>
<td><strong>Admission Requirements</strong></td>
</tr>
</tbody>
</table>
| Exercise Physiology Concentration Please refer to the university admission requirements for graduate students found in the Graduate Admission section of this catalog. Fitness Management and Corporate Health Management Concentrations 1. Official transcript showing an earned baccalaureate degree from an accredited college or university. | • The admission requirements for the Master of Science in Kinesiology program (Exercise Physiology and Fitness Management) are as follows: *(Note: The changes indicated are NOT for the Physical Education teacher leader program)*  
• A Bachelor’s Degree from an accredited college or university with at least a 2.75 overall GPA  
• A Current Resume  
• A Statement of Professional Intent |
2. Cumulative baccalaureate grade point average (GPA) of at least 2.5 on a 4.0 scale or a GPA of at least 2.75 on a 4.0 scale in the last 60 hours of completed or a GPA of at least 3.0 in the major content area on a 4.0 scale.
3. GRE is not required for the Fitness Management or the Corporate Health Management concentrations.

The Statement of Professional Intent should provide a sample of the applicant's writing style and ability. It should be 2-3 pages, double-spaced, and is expected to be well organized, clearly written, and error-free. It should include an introduction, responses to the three questions below, and a conclusion:

- Why do you want to pursue this degree?
- What related qualifications and/or experiences do you bring to the program?
- What are your career goals after completing the program?

- Students with undergraduate GPA lower than 3.0 are required to submit 2 letters of recommendation from professors in their major and/or their academic advisor.
- Resumes, Statements, and Letters of Recommendation (if below a 3.0) should be emailed to graduate.school@wk.edu and should include the full name of the applicant along with their WKU Student ID (if known).
- Please note. The GRE will no longer be required for the Kinesiology Graduate program (Exercise Physiology or Fitness Management).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>#</th>
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<th>Prefix</th>
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4. Rationale:
   - We are updating the admission requirements for the Master of Science in Kinesiology program (Exercise Physiology and Fitness Management) to the following: (Note: The changes indicated are NOT for the Physical Education teacher leader program)
     - A Bachelor’s Degree from an accredited college or university with at least a 2.75 overall GPA is proposed. These changes are proposed to fall in line with typical graduate admission requirement at WKU.
     - A Current Resume and Statement of Professional Intent are proposed for inclusion to assist with admission decisions related to career goals and writing abilities.
     - Students with an undergraduate GPA lower than 3.0 are also required to submit 2 letters of recommendation from professors in their major and/or their academic advisor to further assist in admission decisions related to students’ abilities to be successful.
   - We are making one change to the Fitness Management concentration. We are removing HCA 541 and replacing it with a new course, KIN 525 Fitness Management.
     - KIN 525 is a new course that we are currently proposing.
     - We are making this change to provide a course that will provide specific course content that will align more with the needs of the field and standards of the professional organizations.
The course content will address fitness facility standards and guidelines of the American College of Sports Medicine (ACSM) and other major certifying organizations.

This course will better prepare the students for fitness professional certifications in the field that will better prepare them for working in the fitness industry.

- We would like to remove the concentration Corporate Health Management Concentration from the Graduate catalogue. This decision was made for the following reasons:
  - The low enrollment during the initial launch of the Corporate Health Management concentration
  - Our goal is to provide a focused program in Fitness Management and concentrate on the fitness industry.

5. **Proposed term for implementation:** 201510

6. **Dates of committee approvals:**

<table>
<thead>
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<th>Committee</th>
<th>Date</th>
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<td>School of Kinesiology, Recreation and Sport</td>
<td>October 13, 2014</td>
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<td>11/11/2014</td>
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<td>Graduate Council</td>
<td></td>
</tr>
<tr>
<td>University Senate</td>
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</table>
All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program’s ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program’s performance shall be reviewed by Council staff following criteria established in the Council’s Academic Programs Policy.

A. Centrality to the Institution’s Mission and Consistency with State’s Goals

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution’s academic plan.
1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

To provide a focused, research-intensive, graduate-level education in Sport Science to well-prepared and highly motivated undergraduate students in WKU’s Honors College. This will strengthen students’ academic experience by allowing them to take more graduate courses and write a graduate thesis while still completing their bachelor’s requirements. It will better prepare students for advanced graduate study in highly competitive graduate or professional programs, such as Exercise Science, Exercise Physiology, or Human Performance doctoral programs; or Physical Therapy professional programs, and it will increase the number of Kentucky students receiving graduate degrees. Thus, it is envisioned that the Master of Philosophy degree will help successfully recruit high achieving Kentucky students who may otherwise choose to go out of state for their undergraduate degrees. This will keep these students in Kentucky and increase the chances that they make their careers in Kentucky.

2. Explain how the proposed program relates to the institutional mission and academic plan.

WKU’s Mission Statement is as follows: “Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.” The proposed program fits the University’s Mission of providing research opportunities for its students through graduate coursework and writing a thesis. Also fitting the University’s Mission Statement, the program will increase the number of students receiving graduate degrees from WKU, which will help enrich the quality of life for students.

This degree program is an appropriate step in the university’s current Action Plan, Challenging the Spirit, which calls for Promoting Research, Creative, and Scholarly Activities by Faculty and Students (Objective 1.4). The program will support this objective through an interdisciplinary curriculum that enhances student research skills and requires them to write a thesis. As this program bridges the clinical/laboratory focused discipline of Kinesiology with the applied/practical discipline of Recreation & Sport Administration, the students will be afforded numerous and unique research opportunities. The program also supports Objective 1.5, to Prepare Students for Lifelong Learning and Success. It does this through increasing the number of students who write graduate theses, earn graduate degrees, and are competitive for national scholarships. The availability of this degree to students in the Honors College is consistent with the Honors College’s emphasis on original research and preparing students for success in highly competitive graduate or professional schools. It is also fitting with the School of Kinesiology, Recreation & Sport’s emphasis on clinical research.

3. Explain how the proposed program addresses the state’s postsecondary education strategic agenda.
Policy Objective 6: “Increase basic, applied, and translational research to create new knowledge and economic growth.” As every student in the proposed program will learn research methodology and skills in the field of Sport Science and write a graduate thesis, the program supports the objective of increasing research and creating new knowledge. Further, it is doing so at the graduate level, enhancing the likelihood that these students will pursue research-related or clinical careers and further graduate study after completing the program.

Policy Objective 8: “Increase academic productivity through program innovations.” The proposed program is a Joint Undergraduate Masters Program (JUMP), where approved undergraduate students in the Honors College use up to twelve hours of graduate credit in Sport Science toward both undergraduate and graduate degrees. Students completing the M.Phil. will earn two degrees from WKU, a bachelor’s degree and the M.Phil. degree, in four years. This will increase the efficiency of students earning graduate degrees in Kentucky while maintaining high academic standards.

4. Explain how the proposed program furthers the statewide implementation plan.

Strategy 4.6: “Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop leaders, and lead to success after graduation.” The proposed program will create research-intensive experiences for students, clearly engaging students beyond the classroom as they develop their own research and complete a graduate thesis. One of the primary purposes of the program is to give students the knowledge and skills in order to make them more competitive for highly selective graduate and professional programs, leading to their success after graduation.

Strategy 7.3: “Maximize the impact of postsecondary education’s contribution to improving the health of Kentucky’s people.” With a Master of Philosophy degree in Sport Science, graduates will be well prepared to join a health-related field in Kentucky, whether directly after graduation or after further graduate or professional schooling. WKU’s School of Kinesiology, Recreation & Sport sees this program as particularly helping their Exercise Science majors prepare for admission to graduate doctoral programs or for Physical Therapy programs. Physical therapy programs are extremely competitive and lead to the credential of physical therapist, for which Kentucky has a demand. This program will allow more Kentuckians to be better prepared for the most competitive graduate and professional programs in health-related fields, impacting the future health of Kentuckians in a positive way.

B. **Program Quality and Student Success**

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. List all student-learning outcomes of the program:
   a) Demonstrate advanced knowledge of human movement;
b) Apply the principles of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions;

c) Apply the principles of sport facility development and management, and understand the associated legal liability and how to effectively manage risk;

d) Develop and Analyze a business plan, including financial projections, staffing plans, and marketing strategies, that is specific to a sport-related business or industry;

e) Define a research problem and appropriate methodologies relevant to Sport Science;

f) Conduct graduate-level, original research in area of focus using statistical and clinical practices.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The School of Kinesiology, Recreation & Sport currently offers two distinct graduate programs: the M.S. in Recreation & Sport Administration and the M.S. in Kinesiology. The proposed program blends courses from both of these distinctive programs to create a new graduate program and degree. This academic unit also offers a B.S. degree in Exercise Science. The proposed program will greatly benefit some highly-motivated students in Exercise Science as it will enable them to study a significant part of their major at the graduate level, particularly preparing them for further study in a clinical graduate program, such as physical therapy or occupational therapy. Also, with the courses they will take in the Recreation & Sport Administration program, students will gain a more holistic education by applying the education in kinesiology and physiology to various components of the sport and athletic realm. While a number of our students do choose to work in a clinical inpatient setting after graduate school, a majority of them pursuing a graduate clinical degree desire to work with athletes, either as a team employee or in an outpatient setting. Gaining a greater understanding of the sport and athletic industry will greatly strengthen and broaden their education. The outcomes of this program are designed to maximize the students’ learning in these areas.

3. Highlight any distinctive qualities of this proposed program.

There are currently only eight Joint Undergraduate Masters Programs (JUMP) at WKU, and this would be the first JUMP for WKU’s College of Health and Human Services. Further, the proposed program is designed for students enrolled in the Honors College at WKU, making it one of the very few Honors-related degrees in the United States. Other JUMPs at WKU are designed for student completion within five years, but the proposed program is designed to be completed within four years. Students will earn a core undergraduate degree in Exercise Science from the College of Health & Human Services and the M.Phil. in Sport Science from the Honors College. These degrees can be earned consecutively, with the baccalaureate preceding the M.Phil, or concurrently. A minimum of 138 hours is required, including college credits prior to
university enrollment. The degree is designed to offer a distinctive and research-intensive experience, including a six-hour thesis. The program is designed for students who intend to pursue advanced graduate or professional degrees after graduation.

4. Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?
   a. Yes: The program will enhance the Exercise Science major at WKU because highly qualified Honors students in this major will now have the option to also take a research intensive graduate program that includes a thesis. Additionally, as this program is designed for Honors College students majoring in Exercise Science, it will enhance the Honors College curriculum, since Honors students will have the option of working toward a graduate degree along with their undergraduate degree, thus mastering an area of academic focus.

   b. Include the projected faculty/student in major ratio: 12:1

5. Is there a specialized accrediting agency related to this program?
   No.

6. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Attached

7. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

   a. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

   WKU Libraries currently have sufficient resources to support the proposed program. The School of Kinesiology, Recreation & Sport (KRS) already offers the M.S. in Recreation and Sport Administration and the M.S. in Kinesiology; the proposed M.Phil. program will draw upon the same library resources as these other programs. The sufficiency of WKU’s current library resources has been established by Dan Forrest, KRS Library Faculty Subject Specialist.

   Specifically, some library resources available to students in the proposed program include EBSCOhost, which contains a number of databases such as Academic Source Complete, SportDiscus, CINAHL Online, and other education, health, and psychology related sources. The libraries subscribe to around 170 databases in total, which index over 49,000 journals.
Journals that the libraries have either online or print access include titles such as:

- Archives of Exercise in Health and Disease
- Biology of Exercise
- Comparative Exercise Physiology
- International Journal of Applied Exercise Physiology
- Journal of Applied Physiology
- Journal of Exercise Rehabilitation
- Pediatric Exercise Science

Additionally, a search of the libraries’ electronic journal finder shows over 200 journals for the subjects exercise, physical therapy, recreation, and sport. A similar search of the libraries’ online catalog finds several hundred books (including many e-books) on these topics.

b. Describe the physical facilities and instructional equipment available to support this program.

Faculty in the School of Kinesiology, Recreation & Sport will teach all courses. Classrooms and laboratories are located in Smith Stadium. Classrooms are equipped with the most current technology and are within the campus Wi-Fi network. The Exercise Physiology laboratory has six stationary cycles, including one specifically designed for anaerobic power testing, three treadmills, a metabolic analysis system, an exercise EKG system that may be interfaced with a treadmill and metabolic analysis for simultaneous testing, as well as other standard equipment for strength testing, flexibility testing, and body composition analysis. The Exercise Biochemistry laboratory has a flow cytometer, a micro plate reader, high performance liquid chromatography, an -80* freezer for sample storage, centrifuges, as well as other small wares necessary for testing. The Exercise Biomechanics laboratory contains two force plates, four mounted high-speed cameras, and a motion analysis system.

8. Clearly state the admission, retention, and completion standards designed to encourage high quality.

- Only students in good standing with the Honors College at WKU (minimum cumulative 3.2 GPA and earning the appropriate amount of Honors credit according to the Honors College’s Good Standing Policy: http://www.wku.edu/honors/current-students/good-standing.php) who are also majoring in Exercise Science will be eligible to apply for the proposed program.
- At the time of application, students must be in good standing in the Honors College, demonstrate the ability to complete the Honors College curriculum, and demonstrate the ability to graduate with the M.Phil. concurrently with or consecutively to the baccalaureate degree in Exercise Science.
- Eligible students may apply to the Joint Undergraduate Masters Program as early as two years, but no later than one year, prior to completion of baccalaureate degree requirements.
- A student must obtain the consent of his or her faculty director at the time of application. The faculty director must have graduate faculty status.
- International students must be issued a new I-20 for their graduate program and must submit new financial documents.
• Once admitted, students work with their faculty director to prepare a program of study. The student’s faculty director, the Honors College’s Academic Director, and the Graduate School must approve the Program of Study (PoS). Only graduate courses taken at WKU are eligible.
• To complete the program, students must maintain a minimum 3.2 GPA, apply and be admitted to the Graduate School, and complete the program course curriculum, including a six-hour Master’s thesis, according to the Graduate School’s thesis policies.

9. Clearly state the degree completion requirements for the program.
• Students in the proposed program must complete 30 hours of graduate credit.
• 12 hours of coursework count toward both the undergraduate major and M.Phil. requirements. The 12-hour limit is imposed by the JUMP program criteria. All graduate coursework taken in this category may be used for Honors credit.
  o KIN 503 Advanced Motor Learning and Control (3 hours)
  o KIN 514 Lab Methods in Exercise Physiology (3 hours)
  o KIN 522 Advanced Exercise Testing and Prescription (3 hours)
  o KIN 524 Applied Biomechanics (3 hours)
• 18 hours of graduate credit, including 6 hours of thesis, count only toward the M.Phil. requirements.
  o RSA 515 Recreation and Sport Facility Development (3 credit hours)
  o RSA 517 Legal Issues in Recreation and Sport (3 credit hours)
  o RSA 519 Fiscal Practices in Recreation and Sport (3 credit hours)
  o RSA 521 Public Relations in Recreation and Sport (3 credit hours)
  o KIN 599 or RSA 599 Thesis Research/Writing (3 hours)
  o KIN 599 or RSA 599 Thesis Research/Writing (3 hours)

10. Provide the following information for the program and for each concentration (some categories may not apply to all programs):
   a. Total number of hours required for degree: 30
   b. Number of hours in degree program core: 30
   c. Number of hours in concentration: 0
   d. Number of hours in guided electives: 0
   e. Number of hours in free electives: 0

11. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

As the proposed program is a JUMP limited to students in good standing with the Honors College at WKU, it is not intended to articulate with other state programs. Only graduate credit earned at WKU is eligible for the proposed program.

List courses under the appropriate curricular headings.
<table>
<thead>
<tr>
<th>Prefix &amp; Number</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credit Hours</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 503</td>
<td>Advanced Motor Learning and Control</td>
<td>Theories and principles of learning as they apply to the acquisition of gross motor skills. Emphasizes the interpretation and practical application of experimental data.</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>KIN 514</td>
<td>Lab Methods in Exercise Physiology</td>
<td>Theory and application of laboratory techniques germane to research in Exercise Physiology. Includes musculoskeletal, cardiovascular, metabolic, and human performance testing.</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>KIN 522</td>
<td>Advanced Exercise Testing and Prescription</td>
<td>Focuses on the use of exercise in the treatment and diagnosis of various major disease states. Provides the student with an advanced understanding of electrocardiogram (ECG) monitoring, interpretation, graded exercise testing, blood pressure measurement, interviewing skills, screening, risk stratification, and pharmacology. Emphasizes exercise prescription for clinical populations, such as those with endocrinological/metabolic disorders, cardiovascular disease, respiratory disease, and neuromuscular disorders.</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>KIN 524</td>
<td>Applied Biomechanics</td>
<td>Advanced study of the mechanical, neuromuscular, and anatomical bases of human movement.</td>
<td>3</td>
<td>N</td>
</tr>
</tbody>
</table>

The courses above count toward both baccalaureate and M.Phil. requirements.

The courses below count only toward M.Phil. requirements.

<table>
<thead>
<tr>
<th>Prefix &amp; Number</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Credit Hours</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSA 515</td>
<td>Recreation and Sport Facility Development</td>
<td>Facility development process with emphasis on the unique features of many different types of facilities. Field experiences required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>RSA 517</td>
<td>Legal Issues in Recreation and Sport</td>
<td>Legal systems, legal concepts, and landmark cases influencing the recreation and sport industry.</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>RSA 519</td>
<td>Fiscal Practices in Recreation and Sport</td>
<td>Financial principles and practices relevant in recreation settings. Topics include economic principles, financial management and organization, income sources, fundraising, pricing, and budgeting.</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>RSA 521</td>
<td>Public Relations in Recreation and Sport</td>
<td>Specialized application of effective communication techniques for building relationships with internal and external constituencies that support marketing from the general practice of public relations.</td>
<td>3</td>
<td>N</td>
</tr>
<tr>
<td>KIN 599 or RSA 599</td>
<td>Thesis Research/ Writing</td>
<td>The master’s thesis is to be directed by a member of the Graduate Faculty of the Department.</td>
<td>3</td>
<td>N</td>
</tr>
</tbody>
</table>
12. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

As a Joint Undergraduate Masters Program (JUMP), the proposed program significantly accelerates the time toward earning a graduate degree, allowing students to complete both the Bachelor’s and Master’s degrees in four years. Therefore, an increased number of students will have an accelerated path to admission to highly competitive graduate or professional programs, ultimately improving Kentucky’s sports and health related workforce.

The courses that count only toward the M.Phil. degree may be offered as online courses; the courses that count toward both the Bachelor’s and Master’s degrees must be offered as an on-campus course, since they also count toward Honors credit, and the Honors College has a policy that Honors courses cannot be online.

C. Program Demand/Unnecessary Duplication

(a) Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.

   a. Provide evidence of student demand at the regional, state, and national levels.

       A primary purpose of the proposed program is to help prepare students for admission to highly competitive graduate and professional programs, such as Exercise Science, Exercise Physiology, or Human Performance doctoral programs; Physical Therapy or Occupational Therapy professional programs. Some of these programs are among the most competitive graduate programs in the nation, so it is highly likely that eligible students will take advantage of the opportunity to increase their competitiveness for admission to these programs. Due to prerequisites, these programs require students to complete additional credit hours and, in the case of honors students, maintain their minimum 3.2 GPA. Over the past five academic years, the Exercise Science program at WKU has had 32 graduates with a minimum of 150 credit hours at graduation and at least a 3.2 GPA, an average of 6.4 students per year.

       Data from a recent survey distributed to Exercise Science Honors Students at WKU revealed the following: In response to the question, “If the M.Phil. had been available when you started at WKU, is it something in which you would have been interested?,” 61% responded yes, 33% responded maybe, and only 6% responded no. In response to the question, “What are your plans once you graduate with your degree in Exercise Science?,” 94% responded that they would be attending graduate school in a clinical program, e.g. physical therapy, occupational therapy, physician assistant, etcetera. These data clearly indicate not only a desire from the Exercise Science Honors Students for the M.Phil., but also the highly competitive graduate work they will be pursuing following graduation, thus making the M.Phil. a very visible and valuable credential.
According to 2012 data from the Commission on Accreditation in Physical Therapy Education (CAPTE), only 20% of applicants were offered a place in a physical therapy class nationwide. Acceptance rates for Occupational Therapy are similar; depending on the school, it could be as high as 25% or as low as 5%. While the WKU Exercise Science program has had excellent success (the actual number is unknown, but it is over 40%) over the last ten years in having its graduates accepted to physical therapy programs, this program will strengthen further our students’ attractiveness to top physical therapy and occupational therapy programs.

Further, the proposed program is available only to students in good standing with the Honors College at WKU. This is a student population that is very likely to attend graduate or professional school after graduation, and thus will be highly likely to find the proposed program attractive, since it will help make them more competitive for graduation or professional school admission. In 2014, 65% of Honors College graduates enrolled in a graduate or professional program directly after earning their baccalaureate. In the last four years, Honors College graduates were accepted to highly competitive graduate or professional programs at Oxford University, Cambridge University, Harvard University, Yale University, Princeton University, Cornell University, MIT, University of Chicago, Stanford University, Duke University, Vanderbilt University, Emory University, and many more. Thus, the M.Phil. serves an undergraduate student population that is very likely to benefit from advanced preparation for graduate or professional school and has a demonstrated demand for graduate-level education.

Additionally, virtually all Honors students majoring in Exercise Science proceed to graduate school after completing their baccalaureate, making this subset of the Honors College population even more likely to attend graduate or professional school than the average Honors College graduate, meaning that this is a student population particularly likely to find the proposed program beneficial.

b. Identify the applicant pool and how they will be reached.

There are approximately 500 students in the Exercise Science undergraduate program at WKU, nearly 10% of those students are also Honors College students. Therefore, the applicant pool is about 50 students, although it could grow in the near future due to several factors. First, the number of Honors College students majoring in the School of Kinesiology, Recreation & Sport has increased 137% over the last four years (since Fall 2011), so there is a strong likelihood that the applicant pool will remain strong and even expand.

c. Describe the student recruitment and selection process.

As the proposed program is a Joint Undergraduate Masters Program (JUMP), students will not enroll until typically the start of their junior year, meaning the Honors College and the School of Kinesiology, Recreation & Sport (KRS) will have a significant amount of time to recruit and enroll students. Students meeting the admissions criteria (good standing in the Honors College and majoring in Exercise Science) will be notified of the program and its benefits by advising and literature from both the Honors College and School of KRS.

For the selection process:

- At the time of application, a student must be in good standing in the Honors College, demonstrate the ability to complete the Honors College curriculum, and demonstrate the ability to graduate with the M.Phil. concurrently with or consecutively to the baccalaureate degree in Exercise Science.
- Eligible students may apply to the Joint Undergraduate Masters Program as early as two years, but no later than one year, prior to completion of baccalaureate degree requirements.
- A student must obtain the consent of his/her faculty director at the time of application. The faculty director must have graduate faculty status.
- International students must be issued a new I-20 for their graduate program and must submit new financial documents.

d. Identify the primary feeders for the program.

The proposed program is limited to students in good standing in the Honors College who are Exercise Science majors. Currently, this is a population of about 50 students.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

We anticipate the proposed program will have a relatively modest enrollment and thus will not significantly affect the overall campus enrollment. The proposed program will clearly be a recruiting tool for the School of Kinesiology, Recreation & Sport (KRS), particularly as it is designed to increase student competitive for admission to graduation and professional schools. Therefore, in the future KRS may have a noticeable increase in the size and quality of its majors, we do not anticipate this single program significantly impacting the overall campus enrollment.

f. Project estimated student demand for the first five years of the program.

Given that the proposed program will require extensive research and the completion of a Master’s thesis, the best indicator for future enrollment is the rate by which Honors College students generally and Honors/Exercise Science students specifically currently demonstrate an interest in extensive undergraduate research experiences. This is achieved through analyzing Honors students’ Capstone Experience/Thesis (CE/T) completion rate.

The current percentage of Honors College students completing a CE/T is 45%, compared to 50% of Honors students majoring in Exercise Science completing the CE/T. Approximately eight Honors students annually graduate from Exercise Science, meaning about four Exercise science students annually complete the CE/T. We estimate, therefore, that eventually we will annually attract and graduate a similar number of students to the M.Phil. program as are currently choosing to complete a CE/T. This number may be higher if the enrollment of Honors students in Exercise Science continues to increase, as it has done over the last four years (increasing 137% since 2011). In the first few years of the program, the pool of students eligible for JUMP admission will be Exercise Science students currently enrolled at WKU, with freshmen and sophomore standing in the 2015 academic year. A projected number for these students is two per class. Thus, the estimated numbers are lower for the first two years of implementation.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Degrees Conferred</th>
<th>Majors (Headcount) – Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2016</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>AY 2017</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>AY 2018</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>AY 2019</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>AY 2020</td>
<td>6</td>
<td>11</td>
</tr>
</tbody>
</table>
2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program.

A primary purpose of the proposed program is to help prepare students for admission to highly competitive graduate and professional programs, such as Exercise Science, Exercise Physiology, or Human Performance doctoral programs; or Physical Therapy or Occupational Therapy professional programs. These are some of the most competitive graduate programs in the nation. As stated in section C.1.a., national acceptance rates for both physical therapy and occupational therapy are about 20%. WKU’s Exercise Science graduates have been accepted at a rate more than twice this number. This proposed program will be yet another benefit for our students that will strengthen their application and make them even more competitive. By taking substantial graduate coursework, gaining research skills, and completing a Master’s thesis, concurrently with their Bachelor’s degree, students will be better prepared and credentialed for acceptance into these highly competitive graduate programs.

According to a recent study conducted by CNN/Money Magazine, physical therapist ranked #4 and occupational therapist ranked #19 on the list of “best jobs in America,” based on job availability, growth, upward mobility, salary, quality of life, etcetera. The demand for these types of jobs will continue well into the 21st century, due largely to the aging of our population (including the very large baby boom generation reaching retirement age) and to the obesity crisis. There are still approximately 2/3 of the American population who are classified as clinically overweight or obese. This presents many health issues such as bone/joint problems, increased risk for falling/injury, cardiovascular disease, certain types of cancer, diabetes, and other metabolic disorders. All of these will require some type of therapy for those afflicted.

According to the U.S. Bureau of Labor Statistics, the employment of physical therapists is expected to increase nationally by 36% from 2012 through 2022. For occupational therapists, the U.S. Bureau of Labor Statistics identifies an expected employment increase of 29% nationally.

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

Students enrolling in the proposed program will likely pursue admission to a graduate Physical Therapy program. Nationally and in Kentucky, admission to graduate Physical Therapy programs have become extremely competitive, and increasingly students at WKU wishing to continue on to a Physical Therapy program are choosing Exercise Science as their undergraduate major. The Physical Therapy Centralized Application Service (PTCAS) identifies Exercise Science and related majors (at other schools, it may be called Kinesiology, Exercise Physiology, Human Performance, etcetera) as the far and away preferred major for those being accepted to physical therapy schools over the past ten years.
Indeed, according to their data, over half of those students accepted nationally over the past several years have come from one of these programs. According to the U.S. Bureau of Labor Statistics, the salary outlook for graduates of these programs is quite robust, with a national median yearly income of $81,000. The lowest observed mean annual wage for physical therapists by geographic area was $68,000, and this is in an area with a very low cost of living. For Kentucky, salaries ranged from $62,512 to $111,106 in 2013, with an average salary of $83,454, as reported by the Kentucky Labor Market Information website, https://kylmi.ky.gov. According to the U.S. Bureau of Labor Statistics, the employment of physical therapists is expected to increase nationally by 36% from 2012 through 2022. The Kentucky Labor Market Information data identifies 579 job openings for physical therapists in November 2014.

Other students may choose to pursue additional study and other career fields, such as occupational therapy. The 2012 national median wage for occupational therapists was $75,400 and an expected employment increase of 29% nationally, as reported by the U.S. Bureau of Labor Statistics. According to the Kentucky Labor Market Information website, the mean salary for an occupational therapist was $80,403 in 2013; salaries ranged from $58,214 to $110,488. The Kentucky Labor Market Information data identifies 205 job openings for occupational therapists in November 2014.

3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

The proposed program would be the first and only Master of Philosophy degree offered in Kentucky. Honors students in this program will engage in a research intensive graduate program that includes a thesis. As the M.Phil. in Sport Science is designed for Honors College students with an undergraduate major in Exercise Science, it will enhance the Honors College curriculum, since Honors students will have the option of earning a graduate degree along with their undergraduate degree, thus mastering an area of academic focus.

The Master of Philosophy degree provides an avenue to recruit high achieving Kentucky students who may otherwise choose to go out of state for their undergraduate degrees. This may keep these students in Kentucky and increase the chances that they make their careers in Kentucky. WKU holds a series of luncheons where the top high school seniors from different regions are recruited; all of these students would be Honors eligible. Numerous prospective students have directly told Dr. Craig Cobane, Executive Director of the Honors College, that they would be interested in applying to the Honors College at WKU if an M.Phil. opportunity existed. Dr. Cobane notes, "There is no doubt that being able to offer an M.Phil. through the Honors College at WKU will help recruit high-achieving students who would otherwise go out of state for their university education."

One of the primary purposes of the Honors College at WKU is to support undergraduate research and to prepare students for success in highly competitive graduate and professional schools. Honors College students at WKU are exceptionally high-achieving students (with the 2014 entering class testing in the 95th percentile on the ACT), and they have demonstrated
strong interest and success in pursuing graduate study, with 65% of the 2014 graduating class enrolling in a graduate or professional program the following semester.

Further, Honors students are increasingly choosing the Exercise Science major at WKU, with the number of Honors students enrolled in the School of Kinesiology, Recreation & Sport (KRS) increasing 137% since Fall 2011 to approximately 50 students, or 10% of their overall majors. Honors students majoring in Exercise Science are more likely to attend graduate or professional school (nearly 100%) than the overall Honors average.

Therefore, the proposed program will provide an opportunity for high-achieving students in the Honors College who are majoring in Exercise Science to take more graduate coursework, gain additional knowledge and research skills, as well as write a Master’s thesis, academically strengthening their WKU experience and better preparing them for further graduate or professional programs, such as Physical Therapy or doctoral programs related to Exercise Science, Exercise Physiology, or Human Performance.

4. Similar programs: A new program may serve the same potential student population, the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.

a. Identify similar programs in other Southern Regional Education Board (SREB) states and in the nation.

We are not aware of any existing program that is a Joint Undergraduate Masters Program (JUMP) that is designed for Honors students in the field of Sport Science. Clearly, numerous universities, in Kentucky and beyond, have Master’s programs in Exercise or Sport Science, but none are designed for as a JUMP for Honors College students. Identified programs are presented below and are primarily focused on one discipline area of Exercise Science/Exercise Physiology/Kinesiology or Sport Management/Sport Administration, with few having an integrated curriculum.

<table>
<thead>
<tr>
<th>Master’s Degrees related to Exercise Science, Exercise Physiology, Kinesiology, Sport Management and Sport Science in SREB States, including Kentucky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama: Troy University, M.S. in Sport and Fitness Management with a concentration in Exercise Science; University of Alabama, M.A. in Human Performance with an emphasis in Sport Management and M.A. in Exercise Science; University of Northern Alabama, M.S. in Health and Human Performance with concentrations in Sport Management, Exercise Science, and Kinesiology</td>
</tr>
<tr>
<td>Arkansas: Arkansas State University, M.S. in Sport Management and M.S. in Exercise Science; University of Arkansas, Fayetteville, M.Ed. in Recreation and Sport Management and M.S. in Kinesiology</td>
</tr>
<tr>
<td>Delaware: Delaware State University, M.S. in Sport Administration; University of Delaware, M.B.A. in Sport Management and M.S. in Exercise Science</td>
</tr>
<tr>
<td>Florida: Saint Leo University, M.B.A. with a concentration in Sport Business</td>
</tr>
<tr>
<td>Georgia: Georgia Southern University, M.S. in Sports Management, M.S. in Exercise Science, and M.S. in Sport &amp; Exercise Physiology; Georgia State University, M.S. in Sports Administration, M.S. in Exercise Science, and M.S. in Kinesiology; University of Georgia, M.S. in Sport Management &amp; Policy and M.S. in Kinesiology</td>
</tr>
</tbody>
</table>
Kentucky: University of Louisville, M.S. in Sport Administration and M.S. in Exercise Physiology; Eastern Kentucky University, M.S. in Physical Education with options in Exercise and Sport Science, Sports Administration, and Exercise and Wellness; Morehead State University, M.A. in Sport Management; University of Kentucky, M.S. in Kinesiology and Health Promotion, with specializations that include Exercise Physiology, Health Promotion, Biomechanics, Sport Leadership, and Teaching; University of Louisville, M.S. in Sport Administration

Louisiana: Louisiana State University, M.S. in Kinesiology with a concentration Sport Management; Northwestern State University, M.S. in Health & Human Performance with a concentration in Sport Administration; Grambling State University, M.S. in Exercise Physiology; McDaniel College, M.S. in Exercise Science & Physical Education; Salisbury University, M.S. in Applied Health Physiology; Towson University, M.A. in Kinesiology

Maryland: University of Maryland, College Park, M.S. in Exercise Physiology; McDaniel College, M.S. Exercise Science & Physical Education; Salisbury University, M.S. in Applied Health Physiology; Towson University, M.A. in Kinesiology

Mississippi: Mississippi State University, M.S. in Kinesiology with concentrations in Exercise Physiology and Sports Administration; University of Southern Mississippi, M.S. in Sport Management and M.S. in Human Performance with an emphasis in Exercise Science

North Carolina: North Carolina A&T University, M.S. in Health and Physical Education with a concentration in Sports Administration; The University of North Carolina at Chapel Hill, M.A. in Exercise & Sport Science with concentrations in Exercise Physiology and Sport Administration; Wingate University, M.A. in Sport Management

Oklahoma: Southwestern Oklahoma State University, M.Ed. in Sports Management; Southern Nazarene University, M.A. in Sport Management and Administration

South Carolina: The Citadel, M.A. in Sport Management and M.S. in Health, Exercise, and Sport Science

Tennessee: Belmont University, Master in Sport Administration; East Tennessee State University, M.A. in Kinesiology & Sport Studies with a concentration in Sport Management

Texas: Baylor, M.S.Ed. with specializations in Exercise Physiology and Sport Management; Midwestern State University, Master of Science in Exercise Physiology; Texas A&M University at Corpus Christi, M.S. in Kinesiology and M.S. in Sport Management; Texas A&M at Kingsville, M.S. in Kinesiology with electives available in Sport Administration

Virginia: Virginia Commonwealth University, M.Ed. in Sport Leadership; Old Dominion University, M.S.Ed. in Sport Management and M.S.Ed. in Exercise Science and Wellness; Liberty University, M.S. in Sport Management

West Virginia: Marshall University, M.S. in Exercise Science and M.S. in Sport Administration; West Virginia University, M.S. in Sport and Exercise Physiology (only earned in progress toward Ph.D. in Kinesiology), M.S. in Exercise Physiology, and M.S. in Sport Management

(b) D. Cost and Funding of the Proposed Program
The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds.

1. Will this program require additional resources? No.
   a. If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

2. **Will this program impact existing programs and/or organizational units within your institution? No.**
   a. If yes, please describe the impact.

3. **Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. No additional resources are requested. Funding represents a reallocation within the university. Further, the courses that compose the program’s curriculum are already being taught, meaning new faculty do not have to be hired to teach the program’s courses.**

**Cost/Funding Explanation**

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Funding</th>
<th>Expenses</th>
<th>Net</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>5</td>
<td></td>
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</tbody>
</table>

No table is provided, as this information is included with the pre-proposal document.

**E. Program Review and Assessment**

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

All learning outcomes are addressed by the courses in the M.Phil. curriculum, and all outcomes are systematically introduced, developed, and mastered by the courses and their associated content.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Outcomes</th>
<th>Introduced/Developed/Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 503</td>
<td>Advanced Motor Learning &amp; Control</td>
<td>a I</td>
<td></td>
</tr>
<tr>
<td>KIN 514</td>
<td>Lab Methods in Exercise Physiology</td>
<td>b I</td>
<td></td>
</tr>
<tr>
<td>KIN 522</td>
<td>Advanced Exercise Testing &amp; Prescription</td>
<td>b D/M</td>
<td></td>
</tr>
<tr>
<td>KIN 524</td>
<td>Applied Biomechanics</td>
<td>a D/M</td>
<td></td>
</tr>
<tr>
<td>RSA 515</td>
<td>Recreation &amp; Sport Facility Development</td>
<td>c I/D</td>
<td></td>
</tr>
<tr>
<td>RSA 517</td>
<td>Legal Issues in Recreation &amp; Sport</td>
<td>c M</td>
<td></td>
</tr>
<tr>
<td>RSA 519</td>
<td>Fiscal Practices in Recreation &amp; Sport</td>
<td>d I/D</td>
<td></td>
</tr>
<tr>
<td>RSA 521</td>
<td>Public Relations in Recreation &amp; Sport</td>
<td>d M</td>
<td></td>
</tr>
<tr>
<td>KIN 599</td>
<td>Thesis Research/Writing</td>
<td>e/f I/D/M</td>
<td></td>
</tr>
<tr>
<td>RSA 599</td>
<td>Thesis Research/Writing</td>
<td>e/f I/D/M</td>
<td></td>
</tr>
</tbody>
</table>

Direct assessment of the learning will be conducted in multiple, increasingly advanced levels. The School of Kinesiology, Recreation & Sport currently offers two graduate programs: an M.S. in Recreation & Sport Administration and an M.S. in Kinesiology. The proposed program is primarily composed of courses from these two distinct programs (12 hours each) to meet the distinct learning objectives of this new program. Therefore, the general assessment model for the school’s two existing graduate programs will be used on the proposed program. Mastery of content for each course will be assessed using various methods appropriate to each specific
Assessment methods may include written examinations, seminar-style discussions and presentations, practical examinations to assess mastery of laboratory and clinical procedures, group projects, and research papers to assess and develop writing skills. Once the first twenty-four hours of required coursework has been completed, students will take a comprehensive candidacy examination that will cover the content of all courses completed. Upon successful completion of the candidacy examination, students will complete a thesis project under the supervision of a faculty member. Their faculty supervisor as well as a faculty committee will approve the thesis.

Learning outcomes a, b, c & d will be directly assessed through the candidacy examination. In addition to evaluating the student’s readiness to continue on to the thesis based on these learning outcomes, a common rubric will be used to assess trends in student learning and strengths and weaknesses of the curriculum to meet the stated learning objectives.

Learning outcomes e & f will be directly assessed through the M.Phil. thesis according to the academic standards and practices of the discipline. In addition to a committee of faculty signing off on the student’s thesis, a common rubric will be used to assess the strengths and weaknesses of the curriculum to meet the stated learning objectives. Specifically, the rubric will evaluate the student’s ability to examine and critique the scientific literature in the discipline to develop a research question, synthesize relevant information, demonstrate clinical mastery where appropriate, utilize statistical concepts and analyses, and appropriately convey that information in scientific writing and oral communication.

Additionally, every six years, major programs at both the undergraduate and graduate level undergo a process of comprehensive academic program review. Program Coordinators and Program faculty prepare structured self-studies addressing programs’ contributions to academic quality and student learning, as well as broader institutional and statewide educational priorities. Self-studies are reviewed by a standing committee of faculty established by the Provost and Vice President for Academic Affairs, which includes representatives from each of the academic colleges and University Libraries. The findings and recommendations of the review committee are shared with Program Coordinators and faculty, the Department Head and College Dean, the Dean of Graduate Studies (for graduate programs), the Provost and Vice-President for Academic Affairs, and the Council for Postsecondary Education (CPE).

Academic Program Review (APR) builds upon the annual process of student learning outcomes assessment. In addition, it provides academic programs the opportunity to analyze and reflect upon data trends in enrollment, student success, resourcing, and other quantitative and qualitative performance measures. The objective is continuous improvement of academic programs, and APR is a key element of WKU’s institutional effectiveness processes.

Some key indirect assessment metrics for the M.Phil. program are:

- Average actual time to degree
- Success of program graduates in admission to advanced graduate/professional programs, particularly highly competitive ones
- Student completion rate
- Number of enrollments
- Number of graduates
- Faculty contributing to the program
- Theses that are published, in part or completely, in academic venues
Qualifications of Full-Time and Part-Time Faculty
Name of Institution: Western Kentucky University
Name of Primary Department, Academic Program, or Discipline: School of Kinesiology, Recreation & Sport, Master of Philosophy in Sport Science
Academic Term(s) Included: 2013-2014 with additional course identified as part of plan
Date Form Completed: 8/6/14

<table>
<thead>
<tr>
<th>Name</th>
<th>Courses Taught</th>
<th>Academic Degrees &amp; Coursework Relevant to Courses Taught, Including Institution &amp; Major List specific graduate coursework if needed</th>
<th>Other Qualifications &amp; Comments Related to Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnett Scott</td>
<td>Fall 2013 KIN 524: APPLIED BIOMECHANICS, 3 hrs. (G)</td>
<td>PHD (Exercise Science), U of Georgia, 2007</td>
<td>Graduate Faculty Appointment</td>
</tr>
<tr>
<td>W. (F)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lyons Thomas</td>
<td>Fall 2013 KIN 504: ADVANCED EXERCISE PHYSIOLOGY, 3 hrs. (G)</td>
<td>PHD (Human Performance), U of Alabama, 2003</td>
<td>Graduate Faculty Appointment</td>
</tr>
<tr>
<td>Scott (F)</td>
<td>KIN 599: THESIS RESEARCH/Writing, 6 hrs. (G)</td>
<td></td>
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</tr>
<tr>
<td>Schafer Mark</td>
<td>Fall 2013 KIN 514: LAB METHODS IN EXERCISE PHYSIO, 3 hrs. (G)</td>
<td>PHD (Health and Physical Activity, Exercise Physio Clin Res Trac), U of Pitts Pittsburgh Camp, 2007</td>
<td>Graduate Faculty Appointment</td>
</tr>
<tr>
<td>Anthony (F)</td>
<td>Spring 2014 KIN 522: ADV EXERCISE TESTING &amp; PRESCRI, 3 hrs. (G)</td>
<td></td>
<td></td>
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<tr>
<td>Hey William</td>
<td>Fall 2013 RSA 517: LEGAL ISSUES IN REC &amp; SPORT, 3 hrs. (G)</td>
<td>PHD (Education (Health Education)), Southern Illinois U Carbondale, 1991 MEd (Health and P.E.), Northwestern State University, 1987</td>
<td>Graduate Faculty Appointment</td>
</tr>
<tr>
<td>T. (F)</td>
<td></td>
<td></td>
<td>3 years Administrative Experience as a KRS Department Head</td>
</tr>
<tr>
<td>Jordan Tricia</td>
<td>Fall 2013 RSA 521: PUBLIC RELATIONS IN REC/SPORT, 3 hrs. (G)</td>
<td>PHD (Educational Leadership &amp; Organizational Development), U of Louisville, 2009 MA (Communication), Western Kentucky University, 2006 MS (Recreation and Sport Admin), Western Kentucky</td>
<td>Graduate Faculty Appointment</td>
</tr>
<tr>
<td>Ann (F)</td>
<td></td>
<td></td>
<td>12 yrs YMCA professional experience (sport) and 3 years executive director United Way</td>
</tr>
<tr>
<td>Name</td>
<td>Term</td>
<td>Course</td>
<td>Degree</td>
</tr>
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<tr>
<td>Larson, Bruce Arthur (F)</td>
<td>Fall 2013</td>
<td>RSA 519: FISCAL PRACTICES IN REC &amp; SPORT, 3 hrs. (G)</td>
<td>EDD (Kinesiology and Health Promotion), U of Kentucky, 1998 MS (Recreation &amp; Park Administration), Eastern Kentucky University, 1993</td>
</tr>
<tr>
<td></td>
<td>Spring 2014</td>
<td>RSA 517: LEGAL ISSUES IN REC &amp; SPORT, 3 hrs. (G)</td>
<td></td>
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<tr>
<td>Payne, Kenneth David (F)</td>
<td>Fall 2013</td>
<td>RSA 521: PUBLIC RELATIONS IN REC/SPORT, 3 hrs. (G)</td>
<td>MA (Journalism), Marshall University, 1992</td>
</tr>
<tr>
<td></td>
<td>Spring 2014</td>
<td>RSA 521: PUBLIC RELATIONS IN REC/SPORT, 3 hrs. (G)</td>
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<tr>
<td>Stinnett, Thomas Bradley (F)</td>
<td>Fall 2013</td>
<td>RSA 519: FISCAL PRACTICES IN REC &amp; SPORT, 3 hrs. (G)</td>
<td>PHD (Educational Leadership and Organizational Development), U of Louisville, 2013</td>
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<tr>
<td></td>
<td>Spring 2014</td>
<td>RSA 515: REC SPORT FACILITY DEVELOPMENT, 3 hrs. (G)</td>
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<td>RSA 519: FISCAL PRACTICES IN REC &amp; SPORT, 3 hrs. (G)</td>
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<tr>
<td>Upright, Paula Ann (F)</td>
<td>Fall 2013</td>
<td>RSA 521: PUBLIC RELATIONS IN REC/SPORT, 3 hrs. (G)</td>
<td>PHD (Educational Leadership &amp; Organizational Development), U of Louisville, 2009</td>
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<td>RSA 521: PUBLIC RELATIONS IN REC/SPORT, 3 hrs. (G)</td>
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<tr>
<td>Wilkins, Deborah Tomes (P)</td>
<td>Spring 2014</td>
<td>RSA 517: LEGAL ISSUES IN REC &amp; SPORT, 3 hrs. (G)</td>
<td>JD (Law), U of Kentucky, 1986</td>
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<tr>
<td>Gibson, Fred Wayne (F)</td>
<td>Planned</td>
<td>RSA 599: THESIS RESEARCH/Writing, 6 hrs. (G)</td>
<td>PHD (Educational Leadership &amp; Organizational Development), U of Louisville, 2004 MS (Health, Physical Education, and Recreation, Recreation), Middle Tennessee State Univ, 1992</td>
</tr>
</tbody>
</table>

F, P: Full-time or Part-time: D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate