Graduate Council
Agenda—September 11, 2014
3:00 pm - Academic Affairs Conference RM 239

I. Consideration of the August 14, 2014 minutes
II. Public Comment
III. Reports
   a. Graduate Faculty Report
   b. Research Grants Report
   c. Policy Committee Report
IV. Old Business
V. New Business
   a. Curriculum Proposals

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<th>College of Education and Behavioral Sciences</th>
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<td>Contact: Amy Brausch, <a href="mailto:amy.brausch@wku.edu">amy.brausch@wku.edu</a>, 54407</td>
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b. Policy Proposals – Repeat Courses Policy reminder  
c. Ad Hoc Committee to consider Graduate Council mission, function and operations  
d. Recruiting Initiatives  
   i. CRM Presentation  
   ii. Recruiting Council  
e. E-Catalog & Curriculum Workflow RFP update  
f. Graduate Student Research Fellowships  
g. Graduate Council Retreat

VI. Announcements/Adjourn
### Regular

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Office of the Registrar

COURSE INVENTORY FORM

Check One
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☒ Delete Course
☐ Reactivate Suspended Course

1. Subject Area
   Course Number: EDFN 570
   Course Title: WORKSHOP/EDUCATION

2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012–201210, Fall 2012–201230): 201430

3. Offering Unit (See Table of Code Values.): College ED
   Department: EALR

General Instructions
The University Course Inventory is updated and maintained by the Office of the Registrar. The purpose of this form is to provide data necessary for deleting, suspending, or reactivating suspended courses from the inventory. The form will be prepared by the originating department and accompany course materials submitted to the Undergraduate Curriculum Committee (UCC) or Graduate Council for action. Following approval by the UCC or Graduate Council, University Senate, and Provost, course information will be entered into the Banner student information system.

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Office of the Registrar Use
UCC: University Senate
Graduate Council: Provost
Banner Data

October 2013
Check One  
☑ Suspend Course  
☐ Delete Course  
☐ Reactivate Suspended Course

1. Subject Area  
   Course Number  
   Course Title  
   EDFN  700  Res Design and Dissertation

2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012-201210, Fall 2012-201230)  
   201430

3. Offering Unit (See Table of Code Values.)  
   College  ED  
   Department  EALR

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- AR  Arts & Letters  
  99AR  Interdisciplinary/Undeclared  
  ART  Art  
  COMM  Communication  
  ENGL  English  
  FLSA  Folk Studies and Anthropology  
  GOVT  Political Science  
  HIST  History  
  INT  International Programs  
  JOUR  School of Journalism and Broadcasting  
  MLNG  Modern Languages  
  MUS  Music  
  PHIL  Philosophy and Religion  
  SOCL  Sociology  
  THEA  Theatre and Dance  
- BU  Gordon Ford College of Business  
  99BU  Interdisciplinary/Undeclared  
  ACCT  Accounting  
  BA  Business Administration  
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  CHEM  Chemistry  
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  ENGR  Engineering  
  GEO  Geography and Geology  
  MATH  Mathematics  
  PHYA  Physics and Astronomy

Office of the Registrar Use  
UCC  University Senate  
Graduate Council  Provost  Banner Data  

October 2013
Office of the Registrar

COURSE INVENTORY FORM

Check One
- Suspend Course
- Delete Course
- Reactivate Suspended Course

1. Subject Course Area Course Number Title
   EDAD 588 PLANNING FOR SCHOOL IMPROVEMENT

2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012=201210, Fall 2012=201230)
   201430

3. Offering Unit (See Table of Code Values.) College ED Department EALR

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EX Exploratory Studies
ACAD Academic Advising and Retention
ND Non Degree
HH Health & Human Services
99HI Interdisciplinary/Undeclared
ALHI Allied Health
CD Communication Sciences and Disorders
CPS Family and Consumer Sciences
NURS School of Nursing
PHY Kineiology, Recreation, and Sport
PUBH Public Health
SWRK Social Work

ES University College
99IS Dean’s Office
AS Academic Support
DCS Diversity and Community Studies
GS Liberal Arts and Sciences
HON Honors Academy
PRST School of Professional Studies

SC Science & Engineering
99SC Interdisciplinary/Undeclared
AGRI Agriculture
AMS Architectural and Manufacturing Sciences
BIOI Biology
CHEM Chemistry
CS Computer Science
ENGR Engineering
GEO Geography and Geology
MATH Mathematics
PHYA Physics and Astronomy

Office of the Registrar Use
UCC Graduate Council University Senate Provost Banner Data

October 2013
Office of the Registrar

COURSE INVENTORY FORM

Check One  
☑ Suspend Course  
☐ Delete Course  
☐ Reactivate Suspended Course

1. Subject Area  
   Course Number  
   Course Title  
   EDU  597 GANIZATION AND SUPERVISION OF

2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012=201210, Fall 2012=201230)  
   201510

3. Offering Unit (See Table of Code Values.)  
   College  
   Department  TCH

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</tr>
<tr>
<td>ACCT</td>
<td>Accounting</td>
</tr>
<tr>
<td>BA</td>
<td>Business Administration</td>
</tr>
<tr>
<td>CIS</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
</tr>
<tr>
<td>FIN</td>
<td>Finance</td>
</tr>
<tr>
<td>MGT</td>
<td>Management</td>
</tr>
<tr>
<td>MKT</td>
<td>Marketing and Sales</td>
</tr>
<tr>
<td>ED</td>
<td>Education &amp; Behavioral Sciences</td>
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<tr>
<td>99ED</td>
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<tr>
<td>CNSA</td>
<td>Counseling and Student Affairs</td>
</tr>
<tr>
<td>HALR</td>
<td>Educational Adm., Leadership and Research</td>
</tr>
<tr>
<td>MIL</td>
<td>Military Science</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>TCH</td>
<td>School of Teacher Education</td>
</tr>
</tbody>
</table>

EX | Exploratory Studies  
ACAD | Academic Advising and Retention  
ND | Non Degree  
HH | Health & Human Services  
99HH | Interdisciplinary/Undeclared  
ALHL | Allied Health  
CD | Communication Sciences and Disorders  
CPS | Family and Consumer Sciences  
NURS | School of Nursing  
PHY | Kinesiology, Recreation, and Sport  
PUBH | Public Health  
SWRK | Social Work  
IS | University College  
99IS | Dean's Office  
AS | Academic Support  
DCS | Diversity and Community Studies  
GS | Liberal Arts and Sciences  
HON | Honors Academy  
PRST | School of Professional Studies  
SC | Science & Engineering  
99SC | Interdisciplinary/Undeclared  
AGRI | Agriculture  
AMR | Architectural and Manufacturing Sciences  
BIO | Biology  
CHEM | Chemistry  
CS | Computer Science  
ENGR | Engineering  
GEO | Geography and Geology  
MATH | Mathematics  
PHYA | Physics and Astronomy  

Office of the Registrar Use  
UCC  University Senate  
Graduate Council  Provost  Banner Data  

October 2013
Office of the Registrar

COURSE INVENTORY FORM

Check One

☐ Suspend Course
☐ Delete Course
☐ Reactivate Suspended Course

1. Subject Area
   Course Number
   Course Title
   SEC 599
   THESIS RESEARCH/Writing

2. Effective Term for Course Suspension, Deletion, or Reactivation (e.g. Spring 2012-201210, Fall 2012-201230) 201510

3. Offering Unit (See Table of Code Values.) College Department TCH

General Instructions
The University Course Inventory is updated and maintained by the Office of the Registrar. The purpose of this form is to provide data necessary for deleting, suspending, or reactivating suspended courses from the inventory. The form will be prepared by the originating department and accompany course materials submitted to the Undergraduate Curriculum Committee (UCC) or Graduate Council for action. Following approval by the UCC or Graduate Council, University Senate, and Provost, course information will be entered into the Banner student information system.

Question 3 Table of Code Values

AR Arts & Letters
99AR Interdisciplinary/Undeclared
ART Art
COMM Communication
ENG English
FLKA Folk Studies and Anthropology
GOVT Political Science
HIST History
INT International Programs
JOUR School of Journalism and Broadcasting
MLNG Modern Languages
MUS Music
PHIL Philosophy and Religion
SOCL Sociology
THEA Theatre and Dance
BU Gordon Ford College of Business
99BU Interdisciplinary/Undeclared
ACCT Accounting
BA Business Administration
CIS Computer Information Systems
ECON Economics
FIN Finance
MGT Management
MKT Marketing and Sales
ED Education & Behavioral Sciences
99ED Interdisciplinary/Undeclared
CNSA Counseling and Student Affairs
EALR Educational Adm., Leadership and Research
ML Military Science
PSY Psychology
TCH School of Teacher Education

KK Exploratory Studies
ACAD Academic Advising and Retention
ND Non Degree
HH Health & Human Services
99HH Interdisciplinary/Undeclared
ALHL Allied Health
CD Communication Sciences and Disorders
CFS Family and Consumer Sciences
NURS School of Nursing
PHK Kinesiology, Recreation, and Sport
PUBH Public Health
SWRK Social Work
IS University College
99IS Dean’s Office
AS Academic Support
DCS Diversity and Community Studies
GS Liberal Arts and Sciences
HON Honor Academy
PRST School of Professional Studies
SC Science & Engineering
99SC Interdisciplinary/Undeclared
AGRI Agriculture
ARCH Architecture and Manufacturing Sciences
Biol Biology
CHEM Chemistry
CS Computer Science
ENGR Engineering
GEO Geography and Geology
MATH Mathematics
PHYA Physics and Astronomy

Office of the Registrar Use

UCC __________________ University Senate __________________
Graduate Council __________________ Provost __________________
Banner Data __________________

October 2013
Office of the Registrar

COURSE INVENTORY FORM

XX 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

<table>
<thead>
<tr>
<th>Existing Subject Area</th>
<th>OLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Course Number</td>
<td>795</td>
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<tr>
<td>Existing Course Title</td>
<td>ADVANCED TOPICS IN EDUCATIONAL</td>
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</table>

2. Identification of Proposed Course

<table>
<thead>
<tr>
<th>Proposed Subject Area</th>
</tr>
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<tbody>
<tr>
<td>Proposed Course Number</td>
</tr>
<tr>
<td>Proposed Official Course Title</td>
</tr>
<tr>
<td>Proposed Abbreviated Title</td>
</tr>
</tbody>
</table>

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

☐ 3. First effective term for course revision (e.g. Spring 2012-2013, Fall 2012-2013) 2015-16

☐ 4. Offering Unit (See Table of Code Values.) College [ ] Department [ ]

☐ 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 - If 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)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>Course Number</td>
</tr>
</tbody>
</table>

☐ 10. Equivalent Courses (Include Commonwealth School courses and other equivalent courses.)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>Course Number</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Course Number</td>
</tr>
</tbody>
</table>

☐ 11. Prerequisites (See instructions.)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>Course Number</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Course Number</td>
</tr>
</tbody>
</table>

☐ Other [ ]

☐ 12. Course Attribute [ ] Honors Course [ ] Developmental Course

☐ 13. Course Restrictions [ ] Includes [ ] Excludes [ ] 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.)

[Individualized independent study in educational leadership. Prior to course registration, students must receive program advisor/dissertation chair and EdD Educational Leadership program director approval. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.]

15. Approvals:

Department Head [Signature] Date: 5-2-2014

Undergraduate Curriculum Committee __________________________ University Senate __________________________

Graduate Council __________________________

July 2011
EDLD 795: Independent Study in Educational Leadership

Instructor: TBD
(Office Hours: TBD)

Course Description:

This is an individualized independent study in educational leadership. Prior to course registration, students must receive program advisor and EdD Educational Leadership program director approval. This course may be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

Prerequisites: Admission to EdD program and permission of the program director

COURSE MEETING SCHEDULE: SPRING 2015
Although the frequency and duration of meetings are negotiable, the supporting faculty member and EdD student should agree on a schedule of regular meetings in order to monitor and report on progress related to independent study objectives.

COURSE LOCATION: TBD

Textbooks and Readings:

Based on the independent study topic and course objectives, the supporting faculty may require specific readings and/or negotiate with the student about topics to be explored.

*Note: At the discretion of the faculty, additional texts or other reading assignments may be added in order to achieve course objectives or enhance the student's learning experience.

Course Objectives: Upon completing this course, the student will be able to:

1. Describe growth in knowledge and understanding in the topic area.
2. Provide resources accumulated and/or reviewed related to the topic area.
3. Provide a product (in varying formats as negotiated with faculty) that demonstrates growth in knowledge and understanding related the topic area.

Description of Course Assignments:

Course assignments will vary based on the faculty/student negotiated objectives. However, at a minimum, the student must be required to submit evidence and products reflective of the course objectives.

Journal Notebook:

Although not a course requirement, each student is strongly encouraged to use a journal notebook to record one's progress, monitor hours dedicated to the independent study, and record key concepts, definitions, and processes based on the study, as well insights and lessons learned through assignments
completed during the semester. A journal allows each student to capture thoughts (and emotions) as one grows in the area of study. It is also a great avenue for capturing “rough ideas” and plans for future reading and professional development that can be processed more fully after the independent study is completed.

Course Grading and Evaluation:

Grading of course assignments will vary based on the faculty/student negotiated objectives. However, at a minimum, the student must be required to submit evidence and products reflective of the course objectives. Faculty should use this evidence to recommend a grade to the EdD program director.

Important Note: This course is designated as Pass/Fail. In order to receive a grade of Pass, the student should demonstrate at least an 80% level of success on negotiated assignments.

Students Disabilities Services: In compliance with university policy, 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 in DUC A-200 of the Student Success Center in the Downing University Center (270-745-5004).

Statement of Diversity: The EdD program and associated faculty believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this course will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.

Plagiarism: Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one’s own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Bibliography

Provided by the faculty member supporting the student’s independent study.
Office of the Registrar

COURSE INVENTORY FORM

Check One  ☒ Create New Course  ☐ Temporary Course Offering

1. Has this course previously been offered on a temporary basis? ☐ Yes ☐ No  If yes, indicate the term offered:

2. Subject Area  Course Number  Course Title (as it should appear on the transcript; maximum of 30 letters & spaces)
   GDLD 794  EDUCATIONAL LEADERSHIP SEMINAR

3. Term for Implementation (e.g., Spring 2012-201210, Fall 2012-201330)  201510

4. Official Course Title  EDUCATIONAL LEADERSHIP SEMINAR

5. Offering Unit (See Table of Code Values.)  College  ED  Department  GDLD

6. Credit Hours  Fixed Credit Hours:  3.00  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 Grade  ☐ 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)
    Subject Area  Course Number  Subject Area  Course Number  Subject Area  Course Number

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

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

13. Course Attribute
    ☐ Honors Course  ☐ Developmental Course

14. Course Restrictions
    ☐ Include ☐ Exclude  College  ☐ College  ☐ Major  ☐ Major  Classification

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.)
   Seminar in topics and current trends related to educational leadership. Seminars that represent different topics may be repeated for credit with advisor permission.

16. Approvals for Temporary Course Only:
    Department Head:  ___________________________  Date:  5-2-2014
    College Dean:
    Graduate Dean:
    Provost Office:

Office of the Registrar Use
UCC University Senate CTP Course Des.
Graduate Council Provost Banner Data

October 2013
EDLD 794: Educational Leadership Seminar
Negotiation and Conflict Management: Leadership Essentials

Instructor: Tony Norman
(Office Hours: M-F, 9am-3pm)

Seminar Description:

The purpose of this seminar is to help participants understand and practice effective theories and strategies of negotiation and conflict management in a variety of education-related settings. Difficult situations and conflict are an ever-present component of any decision-making environment and the ability to negotiate effectively and manage conflict is an essential leadership skill. Participants will acquire the ability to critically analyze conflict situations, understand stakeholder positions, and develop appropriate strategies for resolution through principled negotiation. Exercises will emphasize a variety of educational organizational settings and situations, but the skills may be applicable anywhere conflict occurs.

The seminar uses a variety of instructional methods including presentation, experiential exercises, role play, critical incident debriefing, assessment instruments, videotaped presentations, case studies, and teaching-learning groups. Advance preparation for each seminar meeting is critical for everyone’s optimal learning experience as one person’s lack of preparation is likely to adversely affect the interaction possibilities for other seminar participants.

Prerequisites: Admission to EdD program or permission of the program director

SEMINAR MEETING SCHEDULE: WINTER TERM 2015
January 9-10, Friday 5:00-9:00 & Saturday 8:00-4:30
January 16-17, Friday 5:00-9:00 & Saturday 8:00-4:30
January 23-24, Friday 5:00-9:00 & Saturday 8:00-4:30


Textbooks:

Required

Recommended

*Note: At the discretion of the instructor, additional texts or other reading assignments may be added in order to achieve seminar objectives or enhance students' learning experiences.*

**Seminar Objectives:** Upon completing this seminar students will be able to:

1. Recognize the pervasiveness (and potential pitfalls) of negotiation in leadership and in life.
2. Recognize one's own and other's negotiation styles, underlying assumptions behind each style, and potential positive and negative consequences associated with each style.
3. Articulate types of negotiation, key concepts for starting a negotiation, and steps in the preparation process.
4. Articulate and utilize the Harvard Negotiation Program's fundamental framework (Seven Elements of Negotiation) and other negotiation tools and strategies to analyze and discuss case studies.
5. Use the Seven Elements and other negotiation tools and strategies to prepare for, participate in, and review outcomes of simulated negotiation scenarios.
6. Describe the nature of and remedies for structural problems and mental errors that separate willing parties from negotiated agreements.
7. Recognize 'emotions' as an asset and/or inhibitor in negotiations and develop appropriate ways of addressing them.
8. Demonstrate awareness of ethical and value considerations of negotiated settlements.
9. Use new skills to discuss and analyze personal past and/or present negotiation situations toward achieving better outcomes in future negotiation opportunities.

**Description of Seminar Format:** The overall approach/methodology for the seminar will entail:

- Assigning of relevant readings prior to each meeting.
- Providing opportunities for students to be engaged and negotiating at some level from the very first day of the seminar—and enjoying the challenges and 'fun' of negotiation.
- Extensive practice for students in the 'doing' of negotiations—working from specific development of skills with some sequencing to engaging holistically in negotiation cases.
- Using engaged pedagogy that includes activities such as situational vignettes, problem solving, analysis, role simulations, use of video clips and tapes, and mini-lectures.
- Case studies that will be assigned on Blackboard. (Note: These Will be posted to Blackboard after both the first and second weekend seminar meetings.)

**Description of Seminar Assignments:**

As future educational leaders and doctoral students, you will continually be expected to express your ideas logically, both orally and in writing. Unless instructed otherwise, written materials should be typed or word-processed; all materials should be proofed for accuracy. APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct.
Due dates are firm unless changed by the instructor. Unless the instructor indicates otherwise, all assignments should be posted to Blackboard seminar site on or before the due dates provided. Below is a brief explanation of each seminar assignment:

1. **Textbook Learning Assignments (TLA):** Complete the learning assignments provided on Blackboard for each required textbook in preparation for seminar discussions. Submit these based on the assignment due date. Be prepared to ask and answer questions during seminar meetings related to the learning assignments. Anticipate 'spot' quizzes during seminar meetings relative to key concepts/content from the assignments.

2. **Negotiation Case Studies:** Several negotiation case studies will be assigned during seminar meetings for analysis, knowledge and skill development, as well as reflection. Individuals or groups of students will be assigned roles/positions for these case studies. For each case study posted on Blackboard, read and analyze the situation based on your assigned role and negotiation skills and topics discussed in the seminar. Be prepared on the assignment due date to work alone or with partners to achieve successful negotiation outcomes.

3. **Personal Negotiation Case Study Assignment:** The culminating assignment/assessment for the seminar will be your development of a negotiation case study based on your own personal history and/or experiences. The subject of the case study must be related to an education and/or educational leadership setting/issue/incident/situation. A template/framework will be provided during the seminar to guide your writing. Be prepared to discuss your progress on this assignment during seminar meetings. Please note: Although I expect your case study to be based on a real situation, it may be used for future seminars or workshops; thus you should write in such a way to protect your identity, as well as the identity of others. Submit this case study based on the assignment due date.

4. **Small Group Discussion Board:** You will be assigned to small group in Blackboard to discuss and reflect on what you are learning from readings, assignments, and seminar discussions. Be prepared to enter and post substantive comments within the timeframes listed on the assignment schedule.

5. **Participation:** All students are expected to attend each face-to-face seminar session and actively participate in seminar meetings and assigned Blackboard activities.

**Assignment Schedule (in Brief):** A more comprehensive assignment and seminar schedule will be provided the first day of the seminar.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date &amp; Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read Getting to Yes</td>
<td>January 9, 2015 Noon</td>
</tr>
<tr>
<td>• Complete TLA 1</td>
<td></td>
</tr>
<tr>
<td>• Post to Small Group Discussion Board</td>
<td></td>
</tr>
<tr>
<td>• Read Getting Past No</td>
<td>January 16, 2015 Noon</td>
</tr>
<tr>
<td>• Complete TLA 2</td>
<td></td>
</tr>
<tr>
<td>• Read Negotiation Case Studies in preparation for seminar activities</td>
<td></td>
</tr>
<tr>
<td>• Post to Small Group Discussion Board</td>
<td></td>
</tr>
<tr>
<td>• Read Beyond Reason: <em>Using Emotions as You Negotiate</em></td>
<td>January 23, 2015 Noon</td>
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<tr>
<td>• Complete TLA 3</td>
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<tr>
<td>• Read Negotiation Case Studies in preparation for seminar activities</td>
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</tr>
<tr>
<td>• Post to Small Group Discussion Board</td>
<td></td>
</tr>
<tr>
<td>• Personal Negotiation Case Study</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Journal Notebook:

Although I am not requiring that students do so, I strongly encourage you to use a journal notebook to record key negotiation concepts, definitions, and processes based on your reading, as well as insights and lessons learned through assignments and exercises completed during and outside of the seminar. My own experience attending similar negotiation trainings and workshops has been that too many great ideas and “aha moments” occur in a very short timeframe to be able to hold them all in memory. A journal allows students to capture thoughts (and emotions) as they grow in their negotiation knowledge and skill. It is also a great avenue for capturing “rough ideas” and plans for future reading and professional development that can be processed more fully after this seminar is completed.

Seminar Grading and Evaluation:

Participation in seminar discussions and other assigned activities will be evaluated on attentiveness, evidence that assigned material was read, regularity of participation, and appropriateness of contributions. Assignments will be evaluated based on satisfying the requirement as assigned and the quality of the presented and written work. The following represents the point distribution for each assignment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Learning Assignments</td>
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<tr>
<td>Negotiation Case Studies</td>
<td>125</td>
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<tr>
<td>Personal Negotiation Case Study</td>
<td>150</td>
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<tr>
<td>Small Group Discussion Board</td>
<td>50</td>
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<tr>
<td>Participation</td>
<td>150</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
</tr>
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</table>

Important Note: This course is designated as Pass/Fail. In order to receive a grade of Pass, students must successfully accumulate at least 480 (80%) of the points possible.

Attendance and Participation: Regular seminar preparation and participation are important. You are expected to have read all assignments prior to seminar meetings and to be prepared to participate in discussion or other activities. As doctoral students, you are expected to identify, obtain, and read relevant literature and information beyond what is assigned. You should be able and willing to share information and ideas; therefore, regular and productive participation is essential for your and others’ success. The limited number of seminar meetings makes attendance at all meetings essential. Anticipated absences for all or part of any the seminar should be discussed with the instructor prior to continuing in this seminar to determine if you can reasonably meet seminar expectations. If circumstances do not permit prior notice, contact the instructor immediately after the absence to determine your ability to complete the seminar successfully.

Students Disabilities Services: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this seminar must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in the Downing University Center (270-745-5004).

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**Seminar Schedule:** To be provided the first day of the seminar.

**Bibliography**


Proposal Date: May 7, 2014

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

Contact Person: Gail Kirby, gail.kirby@wku.edu, 5-3746

1. Identification of program:
   1.1 Current program reference number: #0426
   1.2 Current program title: Endorsement: Non-Degree Planned Sixth-Year/Rank I: Director of Special Education
   1.3 Credit hours: 30

2. Identification of the proposed program changes:
   - Addition to Admission Requirements: Letter of Application and current resume/vita with goals and verification of 3 years experience in a certified position as either a special education teacher or a school psychologist with exceptional children to admission requirements.
   - Deleted admission requirement #3.
   - Revision of program prerequisites to allow more flexibility for the diverse backgrounds of applicants of this program.
   - Reorganization of non-core requirement listings to allow clarification and additional flexibility.
   - Addition of graduate level community/culture/diversity course.
   - Addition of graduate level Behavior focused course

3. Detailed program description:

<table>
<thead>
<tr>
<th>CURRENT PROGRAM</th>
<th>PROPOSED PROGRAM</th>
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<tbody>
<tr>
<td>Non-Degree Planned Sixth-Year/Rank I : Director of Special Education Ref. 0426</td>
<td>Non-Degree Planned Sixth-Year/Rank I : Director of Special Education Ref. 0426</td>
</tr>
<tr>
<td>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at <a href="http://www.wku.edu/ste">www.wku.edu/ste</a></td>
<td>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at <a href="http://www.wku.edu/ste">www.wku.edu/ste</a></td>
</tr>
<tr>
<td>ADMISSION REQUIREMENTS:</td>
<td>ADMISSION REQUIREMENTS:</td>
</tr>
<tr>
<td>1. Has submitted an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist.</td>
<td>1. Submit an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist.</td>
</tr>
<tr>
<td></td>
<td>2. Submit documentation of a master's</td>
</tr>
</tbody>
</table>
2. Has a master’s degree from an accredited institution.
3. Has been recommended for admission by the Special Education Graduate Admission Committee.
4. Has completed three years full-time appropriate teaching experience with exceptional children or as a school psychologist.
5. Has a 3.2 GPA or above on all graduate work.

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
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<tbody>
<tr>
<td>LEVEL I</td>
</tr>
<tr>
<td>Prerequisite Courses</td>
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<tr>
<td>EDFN 500 Research Methods</td>
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<tr>
<td>Three Hours from the following:</td>
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<tr>
<td>SPED 330 Introduction to Exceptional Education</td>
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<tr>
<td>SPED 516 The Exceptional Child</td>
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<tr>
<td>Three Hours from the following:</td>
</tr>
<tr>
<td>SPED 518 Seminar: Contemporary Issues in Special Education</td>
</tr>
<tr>
<td>SPED 510 Seminar: Speech Pathology</td>
</tr>
<tr>
<td>CNS 663: Counseling the Exceptional Child and Parent</td>
</tr>
<tr>
<td>Three Hours from the following:</td>
</tr>
<tr>
<td>ELED 503 Organization of the Elementary School Curriculum</td>
</tr>
<tr>
<td>SEC 580 The Curriculum</td>
</tr>
<tr>
<td>MGE 571 Middle School Curriculum</td>
</tr>
<tr>
<td>EDAD 683 Seminar in Curriculum Development</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL I</td>
</tr>
<tr>
<td>Prerequisite Courses</td>
</tr>
<tr>
<td>Graduate level Research Methods course completed within the past 10 years.</td>
</tr>
<tr>
<td>Introductory Special Education Course completed within the past ten years</td>
</tr>
<tr>
<td>Completion of 6 hours of Graduate Level Curriculum Course from the following:</td>
</tr>
<tr>
<td>SEC 580 The Curriculum (3 hrs.)</td>
</tr>
<tr>
<td>ELED 503 Organization of the Elementary School Curriculum (3 hrs.)</td>
</tr>
<tr>
<td>MGE 571 The Middle School Curriculum (3 hrs.)</td>
</tr>
<tr>
<td>EDAD 683 Seminar in Curriculum Development (3 hrs.)</td>
</tr>
<tr>
<td>OR Advisor approved Curriculum Course (3 hrs.)</td>
</tr>
</tbody>
</table>

degree from an accredited institution.
3. Submit a current vita/resume and letter of application indicating goals, and a statement verifying that he/she has completed at least 3 years of full-time appropriate teaching experience with exceptional children or as a school psychologist.
4. Submit documentation of three years full-time appropriate teaching experience with exceptional children or as a school psychologist.
5. Submit documentation of a 3.2 GPA or above on all graduate course work.
### Required Courses:
- EDAD 585 Fundamentals of School Administration
- EDAD 677 School Law
- EDAD/SPED 620 Seminar in the Administration of Special Education
- EDAD/SPED 625 Practicum in the Administration of Special Education
- EDAD/SPED 630 Special Education Law and Finance

**NOTE:** Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours, the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification.

### Required Courses: 15 hours
- EDAD 585 Fundamentals of School Administration (3 hrs.)
- EDAD 677 School Law (3 hrs.)
- SPED/EDAD 620 Seminar in the Administration of Special Education (3 hrs.)
- SPED/EDAD 625 Practicum in Administration of Special (3 hrs.)
- SPED/EDAD 630 Special Education Law and Finance (3 hrs.)

**NOTE:** Filing a TC-1 requesting Rank I requires completion of a minimum of 60 semester hours of graduate credit including the master's degree. Within these total hours, the student must complete the required professional courses as outlined in a planned program designed to provide the student with appropriate administrative competencies and courses required for certification. Students must be admitted to the program and have a program of study on file with teacher certification to be eligible for a recommendation of certification.

### 3 Hours of Graduate Level SPED Curriculum Course
- Students may not use course used as pre-requisite:
  - SPED 533 — Curriculum for Learning and Behavior (3 hrs.)
  - SPED 535 Curriculum for Moderate and Severe Disabilities (3 hrs.)
  - SPED 615 Instructional Strategies and Design for Students with ASD (3 hrs.)
  - OR OTHER SPED CURRICULUM COURSE APPROVED BY ADVISOR (3 hrs.)

### 3 Hours of Graduate Level General Education Curriculum Course at Elementary Level
- Students may not use course used as pre-requisite:
  - ELED 503 Organization of the Elementary School (3 hrs)
  - OR OTHER GRADUATE LEVEL GENERAL ED CURRICULUM COURSE AT ELEMENTARY LEVEL APPROVED BY ADVISOR

### 3 Hours Graduate Level General Ed
| CURRICULUM COURSE AT SECONDARY LEVEL - students may not use course used as pre-requisite: |
| SEC 580 The Curriculum (3 hrs) |
| MGE 571 The Middle School Curriculum (3 hrs) |
| OR OTHER GRADUATE LEVEL GENERAL EDUCURRICULUM COURSE AT SECONDARY LEVEL APPROVED BY ADVISOR |

3 HOURS
COMMUNITY/CULTURE/DIVERSITY COURSE - students may not use course used as pre-requisite:
EDAD 682 - School Community Relations (3 hrs)
SPED 532 Families, Professionals, and Exceptionalities (3 hrs)
OR OTHER GRADUATE COMMUNITY/CULTURE/DIVERSITY COURSE APPROVED BY ADVISOR

3 HOURS OF GRADUATE LEVEL BEHAVIOR/APPLIED BEHAVIOR ANALYSIS COURSE - students may not use course used as pre-requisite:
SPED 518 Seminar: Contemporary Issues (3hrs)
SPED 618 Social Skills Instruction and Behavioral Programming for Students with ASD (3 hrs)
PSY 519 Psychological Perspectives on Classroom Behavior (3hrs)
PSY 540 Behavior Problems of Childhood and Adolescence (3 hrs)
OR OTHER BEHAVIOR FOCUSED COURSE APPROVED BY ADVISOR

| Level II - Certification Program Course Work – 6 Hours |
| Required Courses |
| EDAD 598 Field Based Experience in Education Administration & Supervision (Special Education) |
| EDAD 686 Principles of Supervision |

TOTAL HOURS = 30

LEVEL II
REQUIRES ALL LEVEL I COURSE WORK IN ADDITION TO 6 HOURS BELOW:
Required Courses – 6 HOURS
EDAD 598 Field Based Experience in Education Administration & Supervision (Special Education) (3 hrs)
EDAD 686 Principles of Supervision (3 hrs)
4. **Rationale for the proposed program change:**
   - Current admission requirements do not require students to document years of experience, which is required by the KY EPSB as a prerequisite to entering the Director of Special Education program. Advisors currently must contact student to verify their years of experience and this slows down the admission process.
   - The addition of the letter of application and current resume/vita will replace the admission requirement to be recommended by a committee, therefore streamlining the admission process.
   - Rather than listing specific courses required for the prerequisites, the proposed changes describe the type of course needed so students from various backgrounds will be able to choose courses that fit in to broad categories as opposed to specific courses.
   - In the current program, some courses are listed as being a pre-requisite and as a core requirement. Rearranging the requirements allows for more clarity and flexibility for prospective students.
   - Special Education Directors must possess skills to work with community partners and families from diverse backgrounds and the current program does not include a course to address this need.
   - Special Education Directors must consult with School Psychologists, Teachers, and Administrators and must possess skills in applied behavior analysis and behavior management strategies and the current program does not include a course to address this need.

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

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

<table>
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<tr>
<td>School of Teacher Education</td>
<td>May 14, 2014</td>
</tr>
<tr>
<td>CEBS College Curriculum Committee</td>
<td>August 5, 2014</td>
</tr>
<tr>
<td>Professional Education Council (if applicable)</td>
<td>August 13, 2014</td>
</tr>
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<td>Graduate Council</td>
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<td>University Senate</td>
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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: PSYS
   Existing Course Number: 430G
   Existing Course Title: PSYCHOLOGY OF WOMEN

2. Identification of Proposed Course
   Proposed Subject Area: PSYS
   Proposed Course Number: 453G
   Proposed Official Course Title: PSYCHOLOGY OF WOMEN
   Proposed Abbreviated Title: PSYCHOLOGY OF WOMEN

3. First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230) 201510

4. Offering Unit (See Table of Code Values.)
   College: SC
   Department: PSYS

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: [ ]
   Subject Area: [ ] Course Number: [ ]
   Subject Area: [ ] Course Number: [ ]

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

☐ 11. Prerequisites (See instructions.)
    Subject Area: [ ] Course Number: [ ]
    Subject Area: [ ] Course Number: [ ]
    Subject Area: [ ] Course Number: [ ]
    Subject Area: [ ] Course Number: [ ]
    Subject Area: [ ] Course Number: [ ]

☐ 12. Course Attribute
    □ Honors Course □ Developmental Course

☐ 13. Course Restrictions
    □ Include □ Exclude 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.)

[ ]

Office of the Registrar Use
UCC __________________________ University Senate __________________________ CIP __________________________ Course Desc __________________________
Graduate Council __________________________ Provost __________________________ Banner Data __________________________ Evaluate __________________________

October 2013
PSYS 430 – WEB (CRN: 44398/44399)

Class times: Web Course
Location: Web Course
Professor: Dr. Amy Brausch   E-mail: amy.brausch@wku.edu   Phone: 270-745-4407
Office Hours (GRH 3029): MW 8:30-9:30am, M 11-12, by appointment, or e-mail

REQUIRED MATERIALS
1. Textbooks
b. Reviving Ophelia, by Mary Pipher.

2. Computer and Internet access (high speed recommended); your web browser should be within 1-2 years of the current browser (common web browsers are Internet Explorer or Netscape. Typically one of these is loaded on home computers. Blackboard works very well with Firefox. You can download this browser free for both WIN and Mac from the Blackboard homepage. Once you are logged into Blackboard, see the box that says Web Browser recommendations.) If you are using a dial up modem, then you will probably experience problems to the point of losing connection during an exam.

COURSE PREREQUISITES
Completion of six hours of PSY/PSYS courses including PSY/PSYS 100 and junior standing.

COURSE DESCRIPTION
From the WKU Course Catalog: “Scientific study of the behavior and mental processes of girls and women. Topics include gender differences and similarities, inclusion of females in psychological research, psychological development of girls and women, sexuality, and mental health issues.”

COURSE OBJECTIVES
This course is designed to study an area of psychology that may be overlooked in other courses. The psychology of women cuts across several other areas of focus in psychology, including areas such as developmental, clinical, educational, social, cross-cultural, and physiological.
Historically, psychology was a field dominated by men who mainly used males as research subjects. Much like in the field of medicine, psychologists then attempted to generalize findings of studies to both males and females, which at times have not served females well at all. Just as we now know that medical issues like heart attacks affect women differently than men, in recent decades there has been a greater push toward understanding girls and women in their own context. The main objective of this course is to learn and study the concept of gender and the issues that females face throughout the lifespan. Additionally, you are encouraged to learn and utilize critical thinking skills as we read and evaluate different theories of gender and female processes.

PURPOSE OF THE SYLLABUS
This syllabus outlines the schedule that we will use to cover the major topics of the course. It includes a list of specific dates for quizzes, activities, and discussion posts. The schedule also lists the required reading for the course. It also includes the distribution of points that will make up your grade in this course. If you have a question about the course, please check the syllabus.
first. You will likely find the answer; if not, contact me. You are responsible for checking the
course website on Blackboard and your e-mail on a daily basis for any posted
announcements.

Disclaimer: Please note that this syllabus is a general plan for the course and the professor
reserves the right to deviate from this plan, if necessary, during the Fall 2014 term.

COURSE POLICIES

Motivation for an On-line Course
Success in this course will be related to your level of commitment and time management. Many
students think that an on-line class will be easier than a face-to-face course. However, on-line
courses require students to be even more responsible for learning the material. There are no class
lectures to sit through with hopes that you will “just learn” the material by listening to the
professor. This course will require you to read the assigned chapters by specific dates in order to
not fall behind. You will also need to structure your time so that you can complete quizzes,
assignments, and discussion board posts in a timely manner.

Academic Honesty
Cheating, plagiarism, and other forms of academic misconduct will not be tolerated. Academic
misconduct will result in failure of an assignment, or in some cases, failure of the course, and
appropriate disciplinary action, according to university guidelines. The following are not
permitted: taking quizzes for another student, passing off someone else’s work as your own,
buying or selling assignments, or plagiarizing other people’s work (including the textbooks).

Academic dishonesty tends to occur when students are having a rough semester and feel they
need to resort to desperate measures to pass a class. If you find yourself in this situation, please
come speak with me about your situation. You can also contact the WKU Academic Advising
and Retention Center. They can assist in notifying your professors about a difficult situation,
such as a death in the family or medical issue. The center is in Downing University Center,
Room A330, phone: 745-5065.

Respect in the On-line Classroom
Respect for fellow students and the instructor is expected and is very important. This class may
stir up strong emotions and opinions about certain topics. When posting on the discussion board,
students are expected to use appropriate, respectful language. We may disagree with each other,
and that’s OK. It is not OK, however, to resort to name-calling or using other negative language.
There is a general tendency for people to be more uninhibited when posting comments on-line
because they feel a sense of anonymity. If you are unsure if a comment will be offensive,
imagine yourself saying it out loud in class before posting.

COURSE REQUIREMENTS

Quizzes
There will be 12 quizzes that will be administered on-line through the course Blackboard page.
These quizzes are meant to assess basic content knowledge as you read from the Yoder textbook.
Quizzes will consist of multiple choice and true/false items and due dates are listed on the course
calendar. Quizzes are open-book, but also have a time limit so advance reading is recommended.
Quizzes will generally be posted a few days in advance and are open until 11:59pm on the day
they are due. If technology fails during a quiz and you are not able to finish, you must notify me by 10pm the day it is due so I can re-set it for you. Make-up quizzes will not be offered.

Discussion Board Posts

Students will be required to post to discussion boards to facilitate participation in the on-line course format. Directions for these posts will be on the course Blackboard site in the “Content” section. Basically, for each day that a post is due, you will provide a paragraph for a key term assigned to you, as well as feedback to one other student’s post. You will earn up to 3 points for your own post and 2 points for the feedback given. You will be responsible for making 12 total posts (5 points each) during the semester to earn a possible 60 points for Discussion Board Posts. I will post assigned terms for students for each discussion post. Please see the course Blackboard page for more detailed instructions.

Applied activity project/paper

In order to provide an opportunity to apply your learning in the course to "real-life" situations, you will be required to choose two of the applied activity projects listed. You may choose according to your own personal interests. After you carry out the projects following the guidelines, you will write a report of 4-5 page double-spaced pages describing what you did and what you learned. The papers MUST include application from the course textbooks. These are each worth 30 points. These assignments will be will e-mailed to me directly as attachments.

Choose Two of the Following Assignments:

1. *Toy Store Field Trip* – Take a trip to a local toy store or toy section of a large store (Target, Wal-Mart, etc). Observe the different toy aisles and how certain toys are presented and/or marketed. Are there clear boys’ and girls’ sections? How can you tell which one is which? Does this change with age of the child? Find two specific examples of gender stereotyped toys and describe them. Can you find any non-stereotyped toys? If a salesperson is available, what do they suggest for gender-appropriate gifts? For example, you may ask them “What would you recommend for a 6-year-old boy (or 9-year-old girl, or whatever)?” If you are able to take a child with you, what is his or her perspective? When applying information from the texts, you will likely use material from Yoder Chapter 4.

2. *Life Interview* – After reading Chapter 5 of the Yoder text, make a list of questions that you would like to ask an older woman. You will then interview one older woman, such as your mother, grandmother, neighbor, etc. Try to find someone at least 20 years older than you, at least over the age of 40. Your paper will provide details about the interview including how long it lasted, which questions you asked, and why you chose those questions. The second part of the paper should include a summary of the woman’s life experiences and if they seem to fit with the patterns described in the chapter, or if they seem to differ. As stated in the chapter, some women project a course for their life when they are adolescents or young adults. Did this woman follow her own projection? Did it change? What events occurred that either kept her on the projected path or changed its course?

3. *Gender Representation in the Workplace* – Chapter 9 of the Yoder text describes segregation by gender in the workplace in many settings. We would hope that academic institutions would be more gender-fair and integrated. For this assignment, you will do a systematic review of the representation of sexes in different areas at WKU. For example, review the faculty listings for several different academic departments at WKU (e.g.,
Psychology, Philosophy, Chemistry, Business, Nursing, Teacher Education) and observe how many men and women are in each department. How many department heads are men or women? How many office assistants are men or women? You can also examine the administration (the President, the Provost, Deans of each college). Collect a good amount of data on different areas and then summarize your findings. What does your data suggest about gender segregation at WKU?

Reviving Ophelia Paper
Chapters from Reviving Ophelia, by Mary Pipher, are assigned throughout the course as they correspond to chapters from the Yoder text. At the end of the course, you will turn in an assignment that completes the following activities for the chapters that were assigned. You are also welcome to read additional chapters and use those in addition to the assigned chapters if you choose.

You must complete ALL of these:

a. Select at least 5 key quotes or passages from the book that you feel make an important point or convey a message. (You may find it helpful to highlight passages as you read the book, rather than selecting passages after you read the entire book.) List the quote or passage, and give the page number. For example,

"Often what hurts in the short term is ultimately rewarding, while what feels good in the short term is ultimately punishing. This concept is hard for adolescents to grasp, but important for their growth into adulthood." (p. 157)

b. Write a personal reaction (about 250 words) to the book. What did the book mean to you? What did you learn from the book as a person? What did you learn as a future educator, health professional, clinician, etc.?

c. Describe in writing at least 5 suggested solutions or actions educators and community health professionals can take to reduce the risk factors for adolescent females that were identified in the book. Chapter 15 contains some useful ideas. For example:

"Involve adolescent girls in activities outside their own lives, such as helping others by volunteering in soup kitchens, nursing homes, and shelters for the homeless."

Additional Readings/Video Clips
For some chapters I may post or sent a brief article or video clip that is relevant to that week’s material. You may be asked to comment about it on a Discussion Board or write a response to me with your thoughts.

Graduate Student Paper
If you are taking this course for graduate credit, you will complete an additional assignment. I would like for you to write a 4-6 page paper that reflects on what you have learned in this course and how you may apply it to your current jobs, future education/career endeavors, interactions with others in daily life, etc. The paper must incorporate material from the course textbooks and apply it to your current work and/or course of study. This paper will be due on the last day of class. It can be e-mailed to me as an attachment.
USING BLACKBOARD
This class will be presented through "Blackboard," which is the name of the website you will use to access materials, turn in assignments, participate in discussions, and take quizzes. To access Blackboard:
1) Go to www.wku.edu
2) On the top of the page you will see a link that says "Quick Links." Hold your mouse over this and then select "Blackboard" from the links listed.
3) You will be required to login using your WKU email username (the part before the @) and WKU e-mail password (what you use to access your WKU e-mail).
4) After logging in, on the right-hand side of the screen, you will see the course name underlined, Psychology of Women. Click on the course name.
5) Now you will see a screen that will have any current announcements in the center. To the left will be a list of menu items on white buttons, such as "Content," "Tests and Quizzes," etc. Click on these, depending on what you want to do.

Getting Course Materials
To the syllabus and other documents I might post for the class, click the "Content" link on the far left side.

Accessing Quizzes
To access the quizzes, click the "Tests and Quizzes" link. Chapter quizzes may be taken once from any computer. Quizzes are timed so that book and notes may be minimally used.

No make-ups will be made available. Once you open quizzes, you must finish them.
Quizzes are open book and open notes, about 20 questions, and timed for about 35 minutes to give enough time to finish if you have read and studied in advance.
Quizzes must be taken from a fast Internet connection. If you do not have reliable, fast Internet service at home, quizzes should be taken from a Library or other trusted location.

Discussion Board
To access the discussion board for each day that a post is due, click on the "Discussions" link.

Checking Your Grade
You can check your grade anytime in Blackboard by clicking on the "My Grades" button.

Getting HELP!!
If you are experiencing difficulty with your computer or the internet, please call the WKU IT Help Desk at 270-745-7000. While I am usually your best resource for helping you with Blackboard, I am not a good resource for helping you with technical problems concerning your computer and the way it might be interfacing with Blackboard. PLEASE read important information on Blackboard that is on the screen immediately after you login, and before you click the name of the class. There is a box in the middle of the screen that tells you which web browsers work best for Blackboard (Web Browser recommendations). Most technical problems can be solved by changing browsers. Ironically, some newer browsers do not work well with Blackboard—so check. It is your responsibility to solve technical problems by contacting the IT Help Desk. Technical problems are not an acceptable reason for not completing something on time.
The Course Schedule and Due Dates - Due dates for assignments will be listed with each assignment and on the syllabus. In general, we will be covering more than a chapter a day. There will be a "window" for each chapter's due date to allow some flexibility along with structure to keep us on pace for completion of the course.

All assignments are due by the end of the last due date (11:59 p.m.) Central Standard Time. Due dates/times indicate the last point at which I will accept discussion posts, quizzes, and assignments. Assignments and quizzes may always be submitted early. Late assignments will NOT be accepted and you will earn a 0. Assignments should be posted to Blackboard in the designated areas. Links for assignments/activities will be disabled once the due date/time has expired. Once the link disappears, you will no longer have access to the activity/assignment.

What happens if bad weather, severe outages, etc. interrupts the usual class activities?
In the event of an emergency local to you (but not to me or vice versa) that results in loss of connection (a technology breakdown, tornado, storm, earthquake, etc.) do your best to contact me by any means once it is reasonable to do so (phones, postal mail, email). Similarly, severe illness/hospitalization or death in immediate family can be an extenuating circumstance, and adjustments can be made to the course timing. Continue to keep up with the readings and any activities possible, and we will discuss options.

GRADING

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<td>Applied Activities</td>
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STUDENTS WITH DISABILITIES
Students with disabilities who require accommodations for this course must contact the Office for Student Disabilities (OFSDS), Room A200, Downing University Center, phone: 745-5004. A letter is needed from the OFSDS for instructors to grant requests for accommodations.
COURSE SCHEDULE

Dates listed are the LAST date by which work should be done.
Discussion Board Posts are due Wednesdays by midnight.
Quizzes are due Fridays by midnight.
Papers are due Fridays by midnight.

Week 1
August 25-29
- Read Syllabus, more than once (it covers a lot of material)
- E-mail me with any questions about the syllabus
- Read Chapter 1 (Yoder), The Power of Difference; Chapter 1 (Pipher), Saplings in the Storm
- Discussion Board #1 due 8/27
- Quiz #1 Due 8/29

Week 2
Sept 1-5
- Read Chapter 2 (Yoder), Transforming Psychology: There’s No Turning Back
- Discussion Board #2 due 9/3
- Quiz #2 due 9/5

Week 3
Sept 8-12
- Read Chapter 3 (Yoder), Sex & Gender & Sexuality
- Discussion Board #3 due 9/10
- Quiz #3 due 9/12

Week 4
Sept 15-19
- Read Chapter 4 (Yoder), Growing Up; Chapter 2 (Pipher), Theoretical Issues
- Discussion Board #4 due 9/17
- Quiz #4 due 9/19

Week 5
Sept 22-26
- Read Chapter 5 (Yoder), Changes Across the Life Course; Chapter 3 (Pipher), Developmental Issues
- Discussion Board #5 due 9/24
- Quiz #5 due 9/26

Week 6
Sept 29 – Oct 3
Fall Break Oct 2-3
- Applied Activity Paper #1 Due by 10/1

Week 7
Oct 6-10
- Read Chapter 6 (Yoder), Individuals and Social Contexts
• Discussion Board #6 due 10/8
• Quiz #6 due 10/10

**Week 8**
Oct 13-17
• Read Chapter 7 (Yoder), Sexism
• Discussion Board #7 due 10/15
• Quiz #7 due 10/17

**Week 9**
Oct 20-24
• Read Chapter 8 (Yoder), Women’s Multiple Roles; Chapters 5 & 6 (Pipher), Mothers and Fathers
• Discussion Board #8 due 10/22
• Quiz #8 due 10/24

**Week 10**
Oct 27-31
• Read Chapter 9 (Yoder), Multiple Roles Continued
• Discussion Board #9 due 10/29
• Quiz #9 due 10/31

**Week 11**
Nov 3-7
• Read Chapter 10 (Yoder), Women’s Bodies; Chapter 9 (Pipher), Worshipping the Gods of Thinness
• Discussion Board #10 due 11/5
• Quiz #10 due 11/7
• Applied Activity Paper #2 Due by 11/7

**Week 12**
Nov 10-14
• Read Chapters 11 (Yoder), Women’s Physical Health and Well-Being, and 12 (Yoder), Women’s Mental Health and Well-Being
• Discussion Board #11 due 11/12
• Quiz #11 due 11/14

**Week 13**
Nov 17-21
• Read Chapter 13 (Yoder), Male Violence Against Girls and Women; Chapter 11 (Pipher), Sex and Violence
• Discussion Board #12 due 11/19
• Quiz #12 due 11/21

**Week 14**
Nov 24-28
Thanksgiving Break Nov 26-28
• No assignments due this week
Week 15
Dec 1-5
   • Reviving Ophelia Assignment Due by 12/5
   • Graduate Student Papers Due via Email to the Instructor by Midnight on 12/5

Week 16
Dec 8-12
Finals Week
Course completed!
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: MUS
   - Existing Course Number: 519
   - Existing Course Title: CONDUCTING SEMINAR

2. Identification of Proposed Course
   - Proposed Subject Area: 
   - Proposed Course Number: 
   - Proposed Official Course Title: 
   - Proposed Abbreviated Title: 

3. First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230) 201510

4. Offering Unit (See Table of Code Values.)
   - College: AR
   - Department: MUS

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 Attribute
    - Honors Course: 
    - Developmental Course: 

13. Course Restrictions
    - Include/Exclude: 
    - College: 
    - 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.)

Other Delete MUS 518 as a pre-requisite

Office of the Registrar

COURSE INVENTORY FORM

Office of the Registrar Use
UCC __________________________ University Senate __________________________ CIP __________________________ Course Desc __________________________
Graduate Council __________________________ Provost __________________________ Banner Data __________________________ Evaluate __________________________

October 2013
MUS 519
Graduate Choral Seminar
Semester B: Small Forms

Professor: Dr. Paul Hondorp
paul.hondorp@wku.edu
MH 208 • 745.5923

Office Hours:
MW 10:30 – 11:30;
T TH 9:30 am – 10:30 am;
or by appointment
MRH 208

Course Description
This course is designed to serve as a core component of the conducting track for the Master of Music degree. Topics covered in this course will serve to develop the complete conductor and will include: choral literature, analytical score study, vocal diction

Course Objectives
- Student will survey choral music literature through exploration of representative examples of choral mass settings from the Renaissance to present day
- Students will recognize, by sound, representative scores from each period
- Student will be aware of critical compositional techniques, terminology and treatises through the selected repertoire studies
- Students will develop critical analytical and score study skills on the chosen repertoire
- Student will demonstrate knowledge of the principles of vocal diction utilizing the international phonetic alphabet (IPA) with selected literature
- Students will demonstrate language competencies sufficient to understand texts in the repertory

Evaluation
- Assignments (25%)
  - Literature project
    - Written (20%)
    - Class presentation of findings (20%)
- Final exam (25%)
- Final Binder (10%)

Required text and materials
- Scores and additional materials as distributed in class
Recommended texts:

- Moriarty, John. *Singer’s Diction*.
- Jeffers, Ron (ed.) *Translations and Annotations of Choral Repertoire* (in 3 volumes)

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is (270) 745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Plagiarism Statement**
Student work may be checked using plagiarism detection software. See the WKU catalog for all types of Academic Dishonesty.
Date: 8/5/2014
College: Potter College of Arts and Letters (PCAL)
Department: Department of Music
Contact Person: Robyn Swanson
E-mail: robyn.swanson@wku.edu
Phone: 270-745-5925

1. Identification of program:
   1.1 Reference number: 0453
   1.2 Program title: Master of Music
   Two concentrations: (MUTL) Teacher Leader and (MUCT) Conducting/Teacher Leader

2. Proposed change(s):
   2.1 ☐ title:
   2.2 ☐ admission criteria:
   2.3 ☑ curriculum: Revision of the alignment of music education course work in the Master
   of Music Teacher Leader concentrations to the 2014 revised Master of Arts in Education
   Teacher Leader Program.
   2.4 ☐ Other:

3. Detailed program description:

<table>
<thead>
<tr>
<th>Existing Program</th>
<th>Revised Program</th>
</tr>
</thead>
</table>
| **Master of Music in Music Education Teacher Leader Program**  
(30 hour program) | **Master of Music in Music Education Teacher Leader Program**  
(30 hour program) |
| **Admission Requirements:** | **Admission Requirements:** |
| Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. | Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. |
| *(Criteria vary, depending on the student’s undergraduate institution and GPA):* | *(Criteria vary, depending on the student’s undergraduate institution and GPA):* |
| 1. No GRE qualifying score will be required for applicants who are graduates of a WKU teacher preparation program, as long as they have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the application. | 1. No GRE qualifying score will be required for applicants who are graduates of a WKU teacher preparation program, as long as they have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the application. |
| 2. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum of 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the application. | 2. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum of 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate in Music. A copy of the certificate or statement of eligibility must be submitted with the application. |

July 2014
application.

3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate in Integrated Music, Instrumental Music or Vocal Music. A copy of the certificate or statement of eligibility must be submitted with the application.*

**Department of Music Admission Requirements:**

1) Prior to entrance: Audition on primary instrument or voice
2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history

**Minimal Criteria for Curriculum Development**

When a student is approved to enter the Rank II (MM/TL) program, the individual will be enrolled in TCHL 500 and will meet with the music program advisor to design the program of study. The 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 hours related to Kentucky Teacher Standards and professional goals.

**(Level 1) Professional Education Core—15 hrs**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>TCHL 500</td>
<td>Foundations of Teacher Leadership</td>
<td>3 hrs</td>
</tr>
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<td>MUS 509*</td>
<td>Music Curr. in the Elementary and Middle Schools</td>
<td>3 hrs</td>
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<td>MUS 514*</td>
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</tr>
<tr>
<td>(Action Research Project)</td>
<td>TCHL 560: Action Research for Teacher Leaders</td>
<td></td>
</tr>
</tbody>
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*Competencies included in TCHL 530, 540, 544, 548, 550, 554, and 558 are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those

3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate in Integrated Music, Instrumental Music or Vocal Music. A copy of the certificate or statement of eligibility must be submitted with the application.*

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*Competencies included in TCHL 530, TCHL 545 and TCHL 555 are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those
enrolled in MUS 514 will have opportunities to interact with students in the TCHL 555 course.

MUS 512* Music Education Workshop 3 hrs (1-3 hours with a maximum of 6) Additional workshop hours will count under electives.
* MUS 512 is a required course. Competencies included in TCHL 550, 554, and 558 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL courses 550 & 554.

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, 540, 544, 545, 550, 554, and 558. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

(Level 2) Specialization Component—15 hrs
Advisor-approved elective courses selected from discipline in which student is certified.
Music Core Content 12 hrs from:
MUS 500 Theory Seminar 3 hrs
MUS 525* Music and Human Experience 3 hrs
MUS 511 Research Methods in Music or TCHL 520: Principles of Action Research for Teacher Leaders 3 hrs
MUS 530 Music Literature 3 hrs
*Competencies associated with TCHL 530 are embedded in MUS 525.

Electives: 3 hrs.
Selected from the following:
MUS 518 Advanced Conducting 3 hrs
MUS 538 Ind. Dir. Study/Theory-Lit 3 hrs
MUS 513 Ind. Dir. Study/Music Ed 3 hrs

will have opportunities to interact with students in the TCHL 555 course.

MUS 512* Music Education Workshop 3 hrs (1-3 hours with a maximum of 6) Additional workshop hours will count under electives.
* MUS 512 is a required course. Competencies included in TCHL 555 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in TCHL 555.

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, 545, and 555. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

(Level 2) Specialization Component—15 hrs
Advisor-approved elective courses selected from discipline in which student is certified.
Music Core Content 12 hrs from:
MUS 500 Theory Seminar 3 hrs
MUS 525* Music and Human Experience 3 hrs
MUS 511* Research Methods in Music or TCHL 520: Principles of Action Research for Teacher Leaders 3 hrs
MUS 530 Music Literature 3 hrs

* MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530, and is considered a Level 1 education course.
* TCHL 559 Action Research Design (1 hour) is embedded in MUS 511.
Electives: 3 hrs.
Selected from the following:
MUS 518 Advanced Conducting 3 hrs
MUS 538 Ind. Dir. Study/Theory-Lit 3 hrs
MUS 513 Ind. Dir. Study/Music Ed 3 hrs

July 2014
<table>
<thead>
<tr>
<th>MUS 550</th>
<th>Applied Music Secondary</th>
<th>1 hr</th>
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<tr>
<td>MUS 553</td>
<td>Applied Music Principal</td>
<td>2 hrs</td>
</tr>
<tr>
<td></td>
<td>Performing Ensembles: Select 1 hr from the following MUS 540, 541, 544, 545, 547, 548, 549, 571, 574</td>
<td></td>
</tr>
</tbody>
</table>

**Program Exit Requirements:**

Graduate Capstone Project
Candidates must successfully complete MUS 625- Graduate Capstone Action Research Project or TCHL 560 - Action Research for Teacher Leaders and present research results to the Music Education Committee. For the music education capstone project, the committee will use a 4-point scale with specific criteria (4 being high and 1 being low) to grade the project. A passing score of 3 or higher is needed to pass the exam graduation requirement.

**Oral Comprehensive Exam**
A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate’s oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.

**Master of Music in Conducting Teacher Leader Program**
(33-36 hour program)

**Level 1 Professional Education Core-15 hrs.**

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</tr>
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<td>MUS 625</td>
<td>Graduate Capstone Project</td>
<td>3 hrs</td>
</tr>
<tr>
<td>or TCHL 560</td>
<td>Action Research for Teacher Leaders</td>
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*Competencies included in TCHL 530, 540, 544, 548, 550, 554, and 555 are embedded in

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Graduate Capstone Project
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**Master of Music in Conducting Teacher Leader Program**
(33-36 hour program)

**Level 1 Professional Education Core-15 hrs.**

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*Competencies included in TCHL 530, 545, and 555 are embedded in MUS 509 & 514.
MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the TCHL 558 course.

MUS 512* Music Education Workshop 3 hrs

MUS 512 is a required course. Competencies included in TCHL 550, 554, and 558 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL courses 550 & 554.

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, 540, 544, 548, 550, 554, and 558. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit’s accountability system (E-PASS).

(Level 2) Specialization Component- 18-21 hrs

Advisor-approved elective courses selected from discipline in which student is certified.

Major Area – Conducting - 6-9 hrs

MUS 518 Advanced Conducting 3 hrs
MUS 519 Conducting Seminar 3 – 6 hrs
Choral Emphasis: 6 hrs
Instrumental Emphasis: 3 hrs

Music Core Content - 12 hrs from:

MUS 500 Theory Seminar 3 hrs
MUS 525* Music and the Human Experience 3 hrs
MUS 511 Research Methods in Music 3 hrs
MUS 530 Music Literature 3 hrs

*Competencies associated with TCHL 530 are

Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the TCHL 555 course.

MUS 512* Music Education Workshop 3 hrs
MUS 512 is a required course. Competencies included in TCHL 555 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL 555.

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, 545 and 555. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit’s accountability system (E-PASS).

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Advisor-approved elective courses selected from discipline in which student is certified.

Major Area – Conducting - 6-9 hrs

MUS 518 Advanced Conducting 3 hrs
MUS 519 Conducting Seminar 3 – 6 hrs
Choral Emphasis: 6 hrs
Instrumental Emphasis: 3 hrs

Music Core Content - 12 hrs from:

MUS 500 Theory Seminar 3 hrs
MUS 525* Music and the Human Experience 3 hrs
MUS 511 Research Methods in Music 3 hrs
MUS 530 Music Literature 3 hrs

*MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530, and is considered
Program Exit Requirements:

Graduate Capstone Project
Candidates must successfully complete MUS 625 - Graduate Capstone Conducting project.
Student must conduct a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty which will include program notes. A minimal of grade B must be earned for exit from the degree program.

Oral Comprehensive Exam
A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4(high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.

a Level 1 education course.
*TCHL 559 Action Research Design (1 hour) is embedded in MUS 511.

Program Exit Requirements:

Graduate Capstone Project
Candidates must successfully complete MUS 625 - Graduate Capstone Conducting project.
Student must conduct a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty which will include program notes. A minimal of grade B must be earned for exit from the degree program.

Oral Comprehensive Exam
A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4(high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.

4. Rationale:
Revise the alignment of the education courses in the Master of Arts in Education: Secondary Education for Teacher Leaders (MAE TL) to the equivalent education courses in the Master of Music (MM) Program: Music Education Teacher Leader and Conducting/Teacher Leader concentrations. In 2011, the Kentucky Education Professional Standards Board (EPSB) approved the MM for rank II teacher leader licensure with the alignment of requirements and competencies in music education course work (MUS 509, 512, 514, 525, 511 and 625) to MAE TL courses TCHL 530, 540, 544, 548, 550, 554, 558, 520, 560. The proposed revisions indicates the alignment of the (2014) revisions within the MAE TL program to the existing MM program teacher leader concentrations. No content changes within the required music education course work are necessary to revise the alignment of the MAE TL course work to the MM teacher leader course work.

Spring 2014 approved revisions to the Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor are as follows:

Revision of TCHL core courses:
-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) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours).
-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) will be replaced with TCHL 555 School and Classroom Assessment (3 hours).

- Add new course TCHL 559 Action Research Design (1 hour).

Revision of Specialization Component Requirement:

- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours).

Revisions to the Master of Music (MM) Program (MUTL) Teacher Leader and (MUCT) Conducting/Teacher Leader Concentrations are as follows:

- TCHL 545 Classroom Instructional Strategies (3 hours) are embedded in MUS 509 and 514.
- TCHL 555 School and Classroom Assessment (3 hours) embedded in MUS 509, 514, 512.
- Delete TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) because MUS 511 is the content-focused music research course.
- TCHL 559 Action Research Design (1 hour) is embedded in the MUS 511 Research Methods in Music (3 hours).
- Delete TCHL 560: Action Research for Teacher Leaders (3 hours) because MUS 625 Graduate Capstone Project is an equivalent.
- MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530 and is considered a Level 1 education course.

5. Proposed term for implementation: Spring, 2015

6. Dates of committee approvals:

<table>
<thead>
<tr>
<th>Department of Music</th>
<th>08/19/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCAL Curriculum Committee</td>
<td>09/04/2014</td>
</tr>
<tr>
<td>Professional Education Council</td>
<td></td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
</tr>
<tr>
<td>University Senate</td>
<td></td>
</tr>
</tbody>
</table>

July 2014
Date: September 2, 2014
College: University College
Department: Diversity and Community Studies
Contact Person: Jane Olmsted; jane.olmsted.wku.edu; x5-5787

1. **Current course prefix**: ISCR

2. **Proposed course prefix**: SRSC

3. **Rationale**: The name of the program for which this is an elective is M.A. Social Responsibility & Sustainable Communities. Initially, the intention was to work through an existing program, i.e., the Institute for Citizenship & Social Responsibility (ICSR), but since then the SRSC has moved into a new department, Diversity & Community Studies, so the rationale for the ICSR no longer applies.

4. **Course numbers to be included under the new course prefix:**

   510, 515, 520, 525, 530, 540, 570, 579, 599, 600

5. **Term of implementation**: spring 2015

6. **Dates of notification to committees**:

<table>
<thead>
<tr>
<th>Department</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Curriculum Committee</td>
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</tr>
<tr>
<td>Professional Education Council (if applicable)</td>
<td>N/A</td>
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<tr>
<td>Graduate Council</td>
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July 2014
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: ICSR
   Existing Course Number: 590
   Existing Course Title: SUSTAINABILITY SYMPOSIUM

2. Identification of Proposed Course
   Proposed Subject Area: SRSC
   Proposed Course Number: 590
   Proposed Official Course Title: SUSTAINABILITY SYMPOSIUM
   Proposed Abbreviated Title: SUSTAINABILITY SYMPOSIUM

3. First effective term for course revision (e.g. Spring 2012-201210, Fall 2012-201230) 201510

4. Offering Unit (See Table of Code Values.)
   College: IS
   Department: DCS

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 Attribute
   □ Honors Course
   □ Developmental Course

☐ 13. Course Restrictions
   □ Include/□ Exclude
   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.)

October 2013
ICSR 590 Sustainability Symposium
Capstone for the M.A.
in Social Responsibility & Sustainable Communities
Dr. Jane Olmsted
Online Spring 2014

Phone: 270.745-5787
Office: Women's Studies Center, 1532 State St., between EST and the Int'l Center
Office Hours: by appointment; I'm here most of the time between 8-4:30, with meetings
scheduled irregularly. You'll find me very accessible.

Course Materials

   Floyd Collins* (UPK, 1982: 978-0813101538)
   0312427900.
   (City Lights Publ., 2012: 978-0872865808)

Course Description

ICSR 590 Sustainability Symposium is the culminating requirement of the M.A. degree in
Social Responsibility and Sustainable Communities (SRSC). During the online portion of the
course, we will use Discussion Board to explore the three themes of the SRSC—social
justice, environmental sustainability, and community. You will also prepare your
Comprehensive Exam Reading List (non-thesis) as well as your symposium essay and
presentation. The on-site portion (includes experiences in Mammoth Cave and Bowling
Green—Gasper River Retreat Center and at the Refugee Center) runs from May 12-17 and
concludes with a symposium, at which you will present your paper.

Students completing ICSR 590 will demonstrate that they can

- critique relevant readings in class discussion and reflection;
- analyze the ways in which environment, “place,” and community intersect, through
  site visits and reflective writing;
- engage in a real-world “intentional community” with their cohort;
- present their SRSC research in a professional manner, at a closing on-campus
  symposium.

University Policies

Plagiarism Do not, do not copy from the internet (or anywhere else) and then paste it
into a post or paper as if it were your own writing. All students are
expected to follow the WKU Student Code of Conduct, completing homework and papers independently unless instructions specify otherwise. I electronically check all assignments for plagiarism. All sources of information are to be appropriately cited to avoid any gray areas. Anyone turning in plagiarized work or cheating on exams will receive an F for the assignment(s), perhaps for the course, and will be reported to the Office of Judicial Affairs. For further information, see the Student Handbook.

ADA Notice Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room A200, Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD. Please do not request accommodations directly from the instructor without a letter of accommodation from the Office for Student Disability Services.

Grading

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (30 points x 8 of 9 weeks)</td>
<td>240</td>
</tr>
<tr>
<td>Skype Db groups</td>
<td>80</td>
</tr>
<tr>
<td>Workshop Contributions (feedback)</td>
<td>80</td>
</tr>
<tr>
<td>Online and Residency process work</td>
<td>600</td>
</tr>
<tr>
<td>Preparation of Comps Reading List</td>
<td>---</td>
</tr>
<tr>
<td>Preparation of Symposium Essay</td>
<td>---</td>
</tr>
<tr>
<td>Preparation of Symposium Presentation</td>
<td>---</td>
</tr>
</tbody>
</table>

Expectations for online Portion of the Course

Discussion Board I have very specific requirements for Db—but they’re straightforward: demonstrate that you’ve done the reading by referring to it in critical and reflective ways ("critical" does not mean negative; it means you recognize nuance, contradiction, difficulty, and can cite specific passages); seek the "truth" the writer is trying to get across, relate it to your own knowledge (personal and learned in the SRSC), but do not let discussion devolve into personal anecdote at the expense of engagement with the reading; cite correctly (see quoting guidelines and Db guidelines in Course Info).

Once for each book (total three times) you’ll need to meet by Skype with two other students. Your group will determine the meeting time. The purpose is to discuss the week’s reading and to come up with 1) one question for the group; 2) one passage that you interpret differently or disagree on; and 3) one response to the author—an answer to a question he or she poses or a claim made, and so on. Each member of the group should present one of these in Discussion Board.
To save time, I've created the three groups so that you're with different people each time (or most times):

<table>
<thead>
<tr>
<th>Freedom</th>
<th>World</th>
<th>Trapped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jac</td>
<td>Jac</td>
<td>Jac</td>
</tr>
<tr>
<td>Stephanie</td>
<td>Emily</td>
<td>Cara</td>
</tr>
<tr>
<td>Kristy</td>
<td>Kristen</td>
<td>Wendy</td>
</tr>
<tr>
<td>Amanda</td>
<td>Bev</td>
<td>Flo</td>
</tr>
<tr>
<td>Emily</td>
<td>Stephanie</td>
<td>Stephanie</td>
</tr>
<tr>
<td>Cara</td>
<td>Wendy</td>
<td>Rebecca</td>
</tr>
<tr>
<td>Bev</td>
<td>Flo</td>
<td>Kristy</td>
</tr>
<tr>
<td>Kristen</td>
<td>Cara</td>
<td>Bev</td>
</tr>
<tr>
<td>Wendy</td>
<td>Amanda</td>
<td>Amanda</td>
</tr>
<tr>
<td>Flo</td>
<td>Rebecca</td>
<td>Kristen</td>
</tr>
<tr>
<td>Rebecca</td>
<td>Kristy</td>
<td>Emily</td>
</tr>
</tbody>
</table>

Workshops
You'll have the opportunity to give feedback to others' Comps or Symposium Essays (for those writing a thesis), as well as to recorded "draft" presentations.

Symposium
Ungraded but part of the class structure, you will prepare your reading list for Comps, unless you are pursuing the thesis option. A second project is preparation of your Comps/Symposium essays, regardless of whether you are writing a thesis. Finally, you'll prepare a professional presentation (Ppt, Prezi) and record yourself delivering it. See the Student Handbook on the SRSC site (Student Resources) for more.

Process Work
This is a general category for the enthusiasm, effort, and conscientiousness with which you throw yourself into all assignments, preparing for the residency, group work, reading and discussion, problem-solving, community building, and living together.

Course Schedule
We have three weeks for each of the three primary texts. Supplemental readings and films will be listed under Week by Week and posted in Course Docs.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Activities</th>
<th>What's due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 27-31</td>
<td>Introduction to the course; goals/expectations;</td>
<td>Introductions:</td>
</tr>
<tr>
<td></td>
<td>Berry NEH Lecture; Walker &quot;Democratic Womanism&quot; (Course Docs)</td>
<td>interviews in pairs; Db (1500 words)</td>
</tr>
<tr>
<td>February 3-7</td>
<td>Excerpts <em>The Spirit Level</em>; Arundati Roy's <em>We</em></td>
<td>Db (1500 words)</td>
</tr>
<tr>
<td>Date</td>
<td>Event/Assignment</td>
<td>Due/Notes</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>February 10-14</td>
<td>A. Davis, <em>The Meaning of Freedom</em></td>
<td><em>Db (1500 words)</em></td>
</tr>
<tr>
<td></td>
<td>Foreward, #s 1-5</td>
<td></td>
</tr>
<tr>
<td>February 17-21</td>
<td>A. Davis, <em>The Meaning of Freedom</em>, #s 7-12</td>
<td><em>Db (1500 words)</em></td>
</tr>
<tr>
<td>February 24-28</td>
<td>A. Weisman, <em>The World without Us</em></td>
<td><em>Db (1500 words)</em></td>
</tr>
<tr>
<td>March 3-7</td>
<td>A. Weisman, <em>The World without Us</em></td>
<td><em>Db (1500 words)</em></td>
</tr>
<tr>
<td>March 10-14</td>
<td>Spring Break</td>
<td><em>nada</em></td>
</tr>
<tr>
<td>March 17-21</td>
<td>Work Week; finalizing reading lists</td>
<td><em>Reading Lists due</em></td>
</tr>
<tr>
<td>March 24-28</td>
<td>Murray &amp; Bruckner, <em>Trapped</em></td>
<td><em>Db (1500 words)</em></td>
</tr>
<tr>
<td>Mar 31-April 4</td>
<td>Murray &amp; Bruckner, <em>Trapped</em></td>
<td><em>Db (1500 words)</em></td>
</tr>
<tr>
<td>April 8-12</td>
<td>Work Week (symposium essays)</td>
<td></td>
</tr>
<tr>
<td>April 13-17</td>
<td>Writing workshops (half class)</td>
<td><em>Drafts of Essays due</em></td>
</tr>
<tr>
<td>April 21-25</td>
<td>Writing workshops (half class)</td>
<td><em>Drafts of Essays due</em></td>
</tr>
<tr>
<td>April 28-May 2</td>
<td>Work Week; Symposium Week planning</td>
<td><em>Db as needed</em></td>
</tr>
<tr>
<td>May 5-9</td>
<td>Presentations due</td>
<td><em>Respond to at least two other presentations</em></td>
</tr>
<tr>
<td>May 16</td>
<td>Arrival by 1:00pm in Bowling Green; flights must arrive in Nashville by 11:30am; opening meeting 1:00-3:00 at Carroll Knicely Center. Graduation Friday, May 10, 5:00pm. Evening open. Must remain through concluding event, the evening of 5/23/2013.</td>
<td><em>1 week at WKU and nearby communities. See the Schedule (separate document).</em></td>
</tr>
</tbody>
</table>

**Expectations for Residency, Week of May 16-23**

I don't anticipate that these expectations need to be spelled out, but let me mention a few guiding principles.

1. This is your capstone experience: as such you are asked to bring to bear all that you’ve learned over the past two years, about social justice, community, and sustainability.

2. Some of you have never met any of your cohort f2f, and none of you has met everyone. We will be living together 24/7 for a week, following what I hope will be a positive community-building experience online. You will have to sacrifice some comfort, though every effort has been made to ensure that your needs are met. You will have to swallow aversion on occasion, or pet ways of behaving, for the “greater good.” If there is conflict, don’t suffer in silence; however, we must agree from the outset that we can and will enact the best practices of community living. Avoid gossip. Be direct and honest. *Always assume good intentions.* Share concerns with me and Dr. Kerby. If you have special needs, let me know at once.

3. My mode of teaching is to have high expectations, to reward those who meet and exceed them (which offers its own rewards), to help those who ask for it, and to
believe that all my students are capable of surprising and inspiring me, for which I am always grateful.

During this week we will be living with each other in close proximity. Please be prepared to share space and to make the most out of our time together. Our lodgings range from

- elegant (Staybridge Hotel in Bowling Green), where we have reserved suites—I need to know what sleeping arrangements you require (the suites allow for three people to share two rooms) and if you live in BG, whether you want a room or will stay at home.
- to simple and private (Hamilton Valley at Mammoth Cave), where we have separate rooms in a dormitory; you’ll need your own pillow, sheets, and towel. Camping is also an option.
- to simple and shared (Gasper River Retreat Center), where there are eight-ten bunks to a room. For those of you who want to camp and who are traveling to BG in cars, please bring your camping equipment, which we’ll transport for you once you’re here. We’ll need some campers for this site.

Additional information:

- We’ll provide you with a list of things to bring, probably in April.
- Plan on turning off your cell phones except during breaks.
**Revise a Program**  
*(Action)*

Date: September 2, 2014  
College: University College  
Department: Diversity and Community Studies  
Contact Person: Jane Olmsted; jane.olmsted.wku.edu; x5-5787

1. **Identification of program:**  
   1.1 Reference number: 0448  
   1.2 Program title: M.A. in Social Responsibility & Sustainable Communities

2. **Proposed change[s]:**
   2.1 □ title:  
   2.2 □ admission criteria:  
   2.3 X curriculum:  
   2.4 □ other:

3. **Detailed program description:**

<table>
<thead>
<tr>
<th>The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, and including the thesis option, for a total of 33 hours; students are required to be in attendance during the campus-based ICSR 590 Sustainability Symposium. Required Core Courses (18 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICSR 510 Perspectives on Social Justice</td>
</tr>
<tr>
<td>ICSR 520 Community-Based Research</td>
</tr>
<tr>
<td>ICSR 530 Social Justice &amp; Social Policy</td>
</tr>
<tr>
<td>ICSR 540 Community-Building for Sustainability</td>
</tr>
<tr>
<td>LEAD 500 Effective Leadership Studies</td>
</tr>
<tr>
<td>ICSR 590 Sustainability Symposium</td>
</tr>
<tr>
<td>Students may choose to write a thesis for six hours of credit (ICSR 599), or to complete six hours additional electives for a non-thesis option.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>SRSC 510 Perspectives on Social Justice</td>
</tr>
<tr>
<td>SRSC 520 Community-Based Research</td>
</tr>
<tr>
<td>SRSC 530 Social Justice &amp; Social Policy</td>
</tr>
<tr>
<td>SRSC 540 Community-Building for Sustainability</td>
</tr>
<tr>
<td>LEAD 500 Effective Leadership Studies</td>
</tr>
<tr>
<td>SRSC 590 Sustainability Symposium</td>
</tr>
<tr>
<td>Students may choose to write a thesis for six hours of credit (SRSC 599), or to complete six hours additional electives for a non-thesis option.</td>
</tr>
<tr>
<td>Elective Courses offered online (15 hours for non-thesis option, 9 hours for thesis option, with no more than 12 hours in any one discipline). Other courses offered may be</td>
</tr>
<tr>
<td>Elective Courses offered online (15 hours for non-thesis option, 9 hours for thesis option, with no more than 12 hours in any one discipline). Other courses offered may be</td>
</tr>
</tbody>
</table>

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*July 2014*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS 630</td>
<td>Legal &amp; Ethical Issues in Technology</td>
</tr>
<tr>
<td>BA 510</td>
<td>Advanced Organizational Behavior</td>
</tr>
<tr>
<td>COM 528</td>
<td>Communication in Nonprofit</td>
</tr>
<tr>
<td>GEOS 587</td>
<td>Environmental Law, Regulations and Policy</td>
</tr>
<tr>
<td>GEOG 474G</td>
<td>Environmental Planning</td>
</tr>
<tr>
<td>GERO 501</td>
<td>Perspectives in Aging</td>
</tr>
<tr>
<td>GERO 502</td>
<td>Policy Foundations of Aging Services</td>
</tr>
<tr>
<td>GERO 503</td>
<td>Development &amp; Change of Aging Programs</td>
</tr>
<tr>
<td>GERO 504</td>
<td>Current Issues in Aging</td>
</tr>
<tr>
<td>GERO 511</td>
<td>Global Aging</td>
</tr>
<tr>
<td>GWS 545</td>
<td>Feminist Knowledge &amp; Social Change</td>
</tr>
<tr>
<td>GWS 535</td>
<td>Roots of Feminism</td>
</tr>
<tr>
<td>GWS 555</td>
<td>Global &amp; Multicultural Perspectives on Women</td>
</tr>
<tr>
<td>GWS 575</td>
<td>Justice, Gender, and Sustainability</td>
</tr>
<tr>
<td>GWS 625</td>
<td>Women &amp; Leadership</td>
</tr>
<tr>
<td>HIST 505</td>
<td>Cultural Diversity in American History</td>
</tr>
<tr>
<td>HIST 530</td>
<td>American Civil Rights Movement</td>
</tr>
<tr>
<td>ICSR 515</td>
<td>Utopias, Dystopias, &amp; Intentional Communities</td>
</tr>
<tr>
<td>ICSR 525</td>
<td>Place &amp; the Problem of Healing</td>
</tr>
<tr>
<td>LEAD 525</td>
<td>Leadership Ethics</td>
</tr>
<tr>
<td>PH 584</td>
<td>Principles of Environmental Health</td>
</tr>
<tr>
<td>SOCL 470G</td>
<td>Environmental Sociology</td>
</tr>
<tr>
<td>SOCL 525</td>
<td>Survey of Criminal Justice Studies</td>
</tr>
<tr>
<td>SOCL 534</td>
<td>Neighborhoods and Crime</td>
</tr>
<tr>
<td>SOCL 538</td>
<td>Victimology</td>
</tr>
<tr>
<td>SOCL 542</td>
<td>Community</td>
</tr>
<tr>
<td>SOCL 546</td>
<td>Gender, Crime and Justice</td>
</tr>
<tr>
<td>SOCL 548</td>
<td>Race, Class, and Crime</td>
</tr>
<tr>
<td>SOCL 572</td>
<td>Environmental Criminology</td>
</tr>
<tr>
<td>SWRK 510</td>
<td>Human Behavior in Social Environments</td>
</tr>
<tr>
<td>SWRK 530</td>
<td>Foundations of Social Welfare Policy</td>
</tr>
<tr>
<td>SWRK 630</td>
<td>Advanced Rural Welfare Policy</td>
</tr>
</tbody>
</table>

eligible as electives, with approval of advisor:

AMS 630 Legal & Ethical Issues in Technology  
BA 510 Advanced Organizational Behavior  
BA 545 Survey of Business Sustainability  
BA 546 Sustainable Business Operations  
BA 547 Sustainability, Innovation, & Entrepreneurship  
GEOS 587 Environmental Law, Regulations and Policy  
GEOG 474G Environmental Planning  
GERO 501 Perspectives in Aging  
GERO 503 Policy Foundations of Aging Services  
GERO 504 Current Issues in Aging  
GERO 511 Global Aging  
GWS 545 Feminist Knowledge & Social Change  
GWS 535 Roots of Feminism  
GWS 555 Global & Multicultural Perspectives on Women  
GWS 575 Justice, Gender, and Sustainability  
GWS 625 Women & Leadership  
HIST 505 Cultural Diversity in American History  
HIST 530 American Civil Rights Movement  
LEAD 525 Leadership Ethics  
PH 584 Principles of Environmental Health  
RSA 560 Issues in Nonprofit Administration  
RSA 565 Nonprofit Grant Writing & Fundraising  
SOCL 470G Environmental Sociology  
SOCL 525 Survey of Criminal Justice Studies  
SOCL 534 Neighborhoods and Crime  
SOCL 538 Victimology  
SOCL 542 Community  
SOCL 546 Gender, Crime and Justice  
SOCL 548 Race, Class, and Crime  
SOCL 572 Environmental Criminology  
SRSC 515 Utopias, Dystopias, & Intentional Communities  
SRSC 525 Place & the Problem of Healing  
SUST 512 Foundations of Sustainability  
SUST 514 Environmental Justice & Public Spaces  
SUST 517 Sustainable Places
4. **Rationale:**
In terms of the change in prefix: The name of the program for which this is an elective is M.A. Social Responsibility & Sustainable Communities. Initially, the intention was to work through an existing program, i.e., the Institute for Citizenship & Social Responsibility (ICSR), but since then the SRSC has moved into a new department, Diversity & Community Studies, so the rationale for the ICSR no longer applies. In terms of the changes in electives, new courses have been added to the WKU graduate offerings that are relevant to the SRSC master’s program, or already existing courses have been requested by students or have been determined as relevant, depending on students’ particular skill and knowledge needs.

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

6. **Dates of committee approvals:**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>August 22, 2014</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>August 28, 2014</td>
</tr>
<tr>
<td>Professional Education Council (if applicable)</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
</tr>
<tr>
<td>University Senate</td>
<td></td>
</tr>
</tbody>
</table>
Revise a Program
(Action)

Date: September 2, 2014
College: University College
Department: Diversity and Community Studies
Contact Person: Jane Olmsted; jane.olmsted.wku.edu; x5-5787

1. **Identification of program:**
   1.1 Reference number: 0472
   1.2 Program title: Global Pathways to Sustainability

2. **Proposed change(s):**
   2.1 □ title:
   2.2 **X** admission criteria:
   2.3 **X** curriculum:
   2.4 □ other:

3. **Detailed program description:**

| The graduate certificate in Global Pathways to Sustainability requires two core courses and three electives, for a total of 15 credit hours. Courses may be taken in any order, but students are encouraged to take the core courses as soon as possible in the certificate program. Electives must include at least one course from each of the following categories. Additional electives may be approved in consultation with the advisor. |
| The graduate certificate in Global Pathways to Sustainability requires two core courses and four electives, for a total of 15 credit hours. Courses may be taken in any order, but students are encouraged to take the core courses as soon as possible in the certificate program. Electives must include at least one course from each of the following three categories. Additional electives may be approved in consultation with the advisor. Admissions will be based on prior academic performance (transcripts required), a Statement of Interest, resume, and two letters of recommendation affirming the applicant's potential to do well in graduate school. Students already pursuing a WKU master's program need submit only transcripts, statement of interest, and any letters submitted as part of the masters application. |

<table>
<thead>
<tr>
<th>Two 3-hour core courses (6 hours)</th>
<th>Two 3-hour core courses (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) SUST 512 Foundations of Sustainability</td>
<td>1) SUST 512 Foundations of Sustainability</td>
</tr>
<tr>
<td>2) SUST 514 Environmental Justice &amp; Public Spaces</td>
<td>2) SUST 514 Environmental Justice &amp; Public Spaces</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Three 3-hour electives (must select at least one from each of three categories)</th>
<th>Three 3-hour electives (must select at least one from each category)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

July 2014
1) Social and Human Impact
   a. GWS 575 Gender, Justice & Sustainability
   b. SRSC 515 Utopias, Dystopias, & Intentional Communities
   c. SRSC 525 Place & the Problem of Healing
   d. GERO 581 Global Aging

2) Environmental Health and Education
   a. ENVE 560 Investigating and Evaluating Environmental Issues
   b. ENVE 525 Educating for Sustainability
   c. PH 584 Principles of Environmental Health

3) Policy and Practice
   a. SRSC 520 Community-based Research
   b. SWRK 678 Environmental Justice: Theory, Policy, & Practice
   c. SUST 517 Sustainable Places
   d. SUST 518 Organizational Change for Sustainability

4. Rationale:
   In terms of the change in Category 2 Environmental Health & Business, ENVE 525 is not yet a permanent course, so it has to be removed. Three new business courses have been added that are appropriate for an interdisciplinary program focused on sustainability. Since the preponderance of courses in that category are now business courses, the category needed some adjustment.

5. Proposed term for implementation: spring 2015

6. Dates of committee approvals:

   Department
   College Curriculum Committee
   Professional Education Council (if applicable)
   Graduate Council
   University Senate

   August 22, 2014
   August 28, 2014

July 2014