**Members Present:** Philip Coleman, Mark Revels, Evelyn Thrasher (Alt.), Lance Hahn, Andrew Mienaltowski (Alt.), Katherine Paschetto, Ferhan Atici, Cheryl Davis, Mark Doggett, Eric Reed, Beth Plummer, Robin Swanson, Jacob Buechler, Lauren Bland, Kurt Neelly, Tina Peterson (Alt.), Joanna Jones, Jane Olmsted, Jacqueline Adams, Carl Fox

**Members Absent:** Stacy Wade, Cynthia Houston, Nick Levis, Beverly Siegrist, Nielson Pereira

**Guests Present:** Shannon Vaughn, Colette Chelf, Freida Eggleton, Sylvia Gaiko, Danita Kelley, Janet Applin, Cathleen Webb

I. Call to Order

II. Consideration of August 15, 2013 minutes.
   *Coleman/Doggett motion to approve; passed

III. Report from Dean of the Graduate School
   *Doggett/Bland, motion to discuss graduate faculty policy information presented by Dr. Carl Fox
   *Discussion regarding privileges of chairing a graduate committee, teaching graduate courses; Gaiko stated that teaching must be addressed referencing policy 1.1110 which states that graduate faculty status is required for teaching graduate courses; Gaiko also stated that policy 1.5050 requires graduate coordinators to have graduate faculty status; identified that graduate faculty status is not required of department heads; discussion that privileges are not required of graduate faculty; discussion of who or what body would determine qualifications and make recommendations for status;
   *Chair Plummer referred to Rules Committee for consideration.

IV. Old Business
   A. Volunteer to replace Dean May on the Graduate Faculty Committee
      *Cheryl Davis volunteered
   B. Recommendation from Rules Committee to amend the Proposal to adopt General Guidelines for Temporary Course Offerings approved at the August 15, 2013 meeting to include a syllabus to address student outcomes (first reading)
      *Plummer removes this proposal from agenda due to inconsistencies with proposal approved by UCC; referral to rules committee to consider proposal approved by UCC and by-laws and operational guidelines provided by Freida Eggleton.
      *Discussion of whether Graduate Council must use same procedures as UCC. Clarification that no policy requires both councils to use the same procedures or forms. Sylvia Gaiko suggested that Lauren Bland who has been helping with SACS accreditation reports assist in shaping this policy.

V. New Business
   A. Graduate School
      1. Policy 1.1120 Graduate Assistant Instructor Credentials, Supervision, and Evaluation
*Doggett/Olmsted motion to approve;
*Friendly amendment by Reed to change policy references to BSCT and FaCET since both are defunct;
*Discussion regarding processes for student/faculty conflict to be addressed by department first followed by the Graduate School if further mediation is required;
*Passed (Policy number changed to 1.1130 by Provost Emslie.)

2. Graduate Faculty Committee Report
*Standing motion to approve; passed

B. College of Education

<table>
<thead>
<tr>
<th>Action</th>
<th>Revise Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Chair Plummer changed both Revise a Program 121 and 131 from Consent to Action items and stipulated that all Program Revisions are Action items. *Doggett/Coleman motion to bundle these two items and approve; *Passed</td>
<td>121, School Admin., Instructional Leader, School Principal, All Grades, Rank I Contact: Tony Norman, <a href="mailto:tony.norman@wku.edu">tony.norman@wku.edu</a>, 5-3061</td>
</tr>
<tr>
<td>Action</td>
<td>Revise Program</td>
</tr>
<tr>
<td>Consent</td>
<td>131, School Admin., Instructional Leader, School Principal, All Grades, Certification Only Contact: Tony Norman, <a href="mailto:tony.norman@wku.edu">tony.norman@wku.edu</a>, 5-3061</td>
</tr>
<tr>
<td>*Revels/Hahn motion to bundle and approve all Consent Items; *Passed</td>
<td>Revise Course Prerequisites/Corequisites: EDAD 640, Introduction to School Leadership EDAD 641, Building Culture and Community EDAD 642, Leveraging Community Systems and Resources EDAD 643, Securing and Developing Staff EDAD 644, Creating Organizational Structures and Operations EDAD 645, Practicing the Principalship EDFN 675, Higher Education in America EDFN 685, Issues in Higher Education EDAD 706, Educational Leadership and Reform EDAD 707, Educational Leadership Policies and Politics EDAD 708, Administration of Fiscal Resources in Districts and Systems EDAD 710, School Leadership and Technology Planning for School Improvement EDLD 710, Leadership Theories and Ethics EDFN 724, Leadership in Community and Technical Colleges EDFN 726, Postsecondary Change and Cultures EDFN 728, Postsecondary Economics and Finance Contact: Tony Norman, <a href="mailto:tony.norman@wku.edu">tony.norman@wku.edu</a>, 5-3061</td>
</tr>
<tr>
<td>Action</td>
<td>Revise a Program</td>
</tr>
<tr>
<td>*Revels/Doggett motion to approve; *Passed</td>
<td>0460, Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification Contact: Margaret Gichuru, <a href="mailto:Margaret.gichura@wku.edu">Margaret.gichura@wku.edu</a>, 5-3135</td>
</tr>
<tr>
<td>Action</td>
<td>Multiple Revisions</td>
</tr>
<tr>
<td>*Olmsted/Doggett motion to approve;</td>
<td>EDLD 798 Internship in Administration and Supervision Contact: Tony Norman, <a href="mailto:tony.norman@wku.edu">tony.norman@wku.edu</a>, 5-3061</td>
</tr>
<tr>
<td>Action</td>
<td>Proposal to Revise a Program</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>*Passed</td>
<td>Proposal to Revise a Program</td>
</tr>
<tr>
<td>*Doggett/Revels motion to approve; *Question of 1-8</td>
<td>0454 Kinesiology</td>
</tr>
<tr>
<td>credit hours rather than 1-6; *Passed</td>
<td>Contact: Scott Lyons, <a href="mailto:scott.lyons@wku.edu">scott.lyons@wku.edu</a>, 745-6035</td>
</tr>
<tr>
<td>Multiple Revisions</td>
<td></td>
</tr>
<tr>
<td>EDLD 799, Dissertation Research</td>
<td></td>
</tr>
<tr>
<td>Contact: Tony Norman, <a href="mailto:tony.norman@wku.edu">tony.norman@wku.edu</a>, 5-3061</td>
<td></td>
</tr>
</tbody>
</table>

*Introduction of new student representatives, Katherine Paschetto, Jacob Buechler, Joanna Jones, and Jacqueline Adams.

C. College of Health and Human Services

<table>
<thead>
<tr>
<th>Action</th>
<th>Proposal to Revise a Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>Proposal to Revise a Program</td>
</tr>
<tr>
<td>*Revels/Doggett motion to approve; *Question of different admission</td>
<td>0454 Kinesiology</td>
</tr>
<tr>
<td>criteria for different concentrations; the Teacher Leader concentration is housed in the School of Teacher Education and meets the admission requirements set by those programs, additionally no changes to that concentration are proposed; *Discussion about the reliability of the GRE as a predictor of student success; proponents and opponents voiced concerns; *Assertion that the Graduate Council set a minimum GRE score for admission to the Graduate School and all programs should be using it; *Olmsted, call to question; *Passed; 17 Yes, 2 No</td>
<td></td>
</tr>
<tr>
<td>Contact: Scott Lyons, <a href="mailto:scott.lyons@wku.edu">scott.lyons@wku.edu</a>, 745-6035</td>
<td></td>
</tr>
</tbody>
</table>
VI. Announcements

VII. Adjourn
   *Revels/Coleman motion to adjourn.
College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Pam Petty, pamela.petty@wku.edu, 745-2922

1. Identification of course:
   1.1 Course prefix (subject area) and number: EDU 701
   1.2 Course title: Teacher Leadership and Assessment I
   1.3 Credit hours: 3

2. Current prerequisite: None

3. Proposed prerequisite: Admission to Educational Leadership Doctoral Program or permission of instructor

4. Rationale for the revision of prerequisite: This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.

5. Effect on completion of major/minor sequence: Not applicable

6. Proposed term for implementation: Summer 2014

7. Dates of prior committee approvals:
   School of Teacher Education       8/23/13
   CEBS Curriculum Committee         9/3/13
   Professional Education Council    9/11/13
   Graduate Council                  10-10-13
   University Senate                 ________________
Contact Person: Pam Petty, pamela.petty@wku.edu, 745-2922

1. Identification of course:
   1.1 Course prefix (subject area) and number: EDU 702
   1.2 Course title: Teacher Leadership and Assessment II
   1.3 Credit hours: 3

2. Current prerequisite: None

3. Proposed prerequisite: Admission to Educational Leadership Doctoral Program or permission of instructor

4. Rationale for the revision of prerequisite: This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.

5. Effect on completion of major/minor sequence: Not applicable

6. Proposed term for implementation: Summer 2014

7. Dates of prior committee approvals:
   School of Teacher Education  ____8/23/13____
   CEBS Curriculum Committee  ____9/3/13____
   Professional Education Council  ____9/11/13____
   Graduate Council  ____10-10-13____________
   University Senate  _________________
Contact Person: Pam Petty, pamela.petty@wku.edu, 745-2922

1. Identification of course:
   1.1 Course prefix (subject area) and number: IED 703
   1.2 Course title: Equity Pedagogy and Issues of Diversity
   1.3 Credit hours: 3

2. Current prerequisite: None

3. Proposed prerequisite: Admission to Educational Leadership Doctoral Program or permission of instructor

4. Rationale for the revision of prerequisite: This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.

5. Effect on completion of major/minor sequence: Not applicable

6. Proposed term for implementation: Summer 2014

7. Dates of prior committee approvals:
   School of Teacher Education  ____ 8/23/13 ____
   CEBS Curriculum Committee  ____ 9/3/13 ____
   Professional Education Council  ____ 9/11/13 ____
   Graduate Council  ____ 10-10-13 ____________
   University Senate  ________________
College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)

Contact Person: Pam Petty, pamela.petty@wku.edu, 745-2922

1. Identification of course:
   1.1 Course prefix (subject area) and number: IED 704
   1.2 Course title: Leadership and the Ethics of Teaching
   1.3 Credit hours: 3

2. Current prerequisite: None

3. Proposed prerequisite: Admission to Educational Leadership Doctoral Program or permission of instructor

4. Rationale for the revision of prerequisite: This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.

5. Effect on completion of major/minor sequence: Not applicable

6. Proposed term for implementation: Summer 2014

7. Dates of prior committee approvals:
   - School of Teacher Education: 8/23/13
   - CEBS Curriculum Committee: 9/3/13
   - Professional Education Council: 9/11/13
   - Graduate Council: 10-10-13
   - University Senate: 

Proposal Date: 6/3/2013
College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program  
(Action Item)  

Contact Person: Dr. Nancy Hulan, nancy.hulan@wku.edu, 270-745-4324

1. Identification of program:
   1.1 Current program reference number: 044
   1.2 Current program title: Literacy Education
   1.3 Credit hours: 36

2. Identification of the proposed program changes:
   • Correction of a typographical error discovered in MAE-Literacy Education degree program Specialization component. Currently listed as ENG 596 Writing Project (3 hours). Correction needs to state ENG 597 Writing Project (3 hours).

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Education – Literacy</td>
<td>Master of Arts in Education – Literacy</td>
</tr>
<tr>
<td>(Reading Endorsement P-12)</td>
<td>(Reading Endorsement P-12)</td>
</tr>
<tr>
<td>Master of Arts in Education: Literacy Education,</td>
<td>Master of Arts in Education: Literacy Education,</td>
</tr>
<tr>
<td>Ref. #044</td>
<td>Ref. #044</td>
</tr>
<tr>
<td>Current program information (e.g., admission</td>
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</tr>
<tr>
<td>requirements, required curriculum, etc.) may be</td>
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</tr>
<tr>
<td>found on the program <a href="#">website</a></td>
<td>found on the program <a href="#">website</a></td>
</tr>
<tr>
<td>The Literacy Education, which leads to the Master</td>
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</tr>
<tr>
<td>of Arts in Education, is tailored to upgrade literacy</td>
<td>of Arts in Education, is tailored to upgrade literacy</td>
</tr>
<tr>
<td>instruction at all grade levels and is open to</td>
<td>instruction at all grade levels and is open to</td>
</tr>
<tr>
<td>teachers in regular classrooms, special education</td>
<td>teachers in regular classrooms, special education</td>
</tr>
<tr>
<td>classrooms, special reading classes, basic adult</td>
<td>classrooms, special reading classes, basic adult</td>
</tr>
<tr>
<td>education classes, and community college reading</td>
<td>education classes, and community college reading</td>
</tr>
<tr>
<td>instructors. Thesis and non-thesis options are</td>
<td>instructors. Thesis and non-thesis options are</td>
</tr>
<tr>
<td>available to students. Students in the non-thesis</td>
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</tr>
<tr>
<td>option complete a comprehensive literacy project.</td>
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</tr>
</tbody>
</table>

Admission to the Literacy Education program requires:

- GRE scores (converted with undergraduate GPA to a GAP score)
  - Scores after October 1, 2002 but prior to August 2011- The required GAP score based on the GRE is 2300 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). Applicants must also achieve an Analytical Writing score of 3.5 or higher. Students who took the GRE General Test
prior to October 1, 2002 must have a GAP score of 3500 or higher.

Scores August 2011 and after - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 578 or higher, with a minimum verbal and quantitative score of 139 each.
Applicants must also achieve an Analytical Writing score of 3.5 or higher.

Applicants with a GAP score lower than required for admission and with at least a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area.

Applicants must submit a current teaching certificate or Statement of Eligibility valid for classroom teaching for IECE, Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12 when applying to the MAE: Literacy Education program.

**Degree Requirements**

*Required Professional Education Component-21 hours*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LTCY 518</td>
<td>Literacy Education and technology</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 519</td>
<td>Foundations of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 520</td>
<td>Clinical Diagnosis of Reading Variability</td>
<td>3</td>
</tr>
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<td>LTCY 521</td>
<td>Reading Intervention Practicum</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 524</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 527</td>
<td>Literacy Learning &amp; Cultural Differences</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 528</td>
<td>Literacy Research Methods &amp; Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

*Specialization Component-6 hours*

Choose one of the following (3 hours)

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<tr>
<td>LTCY 523</td>
<td>Diagnostic Reading Procedures for Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 624</td>
<td>Seminar in Literacy Issues and Trends</td>
<td>3</td>
</tr>
<tr>
<td>LTCY 695</td>
<td>Internship in Literacy Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

Restricted Electives: Choose one of the following (3 hours)

<table>
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<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSY 510</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
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prior to October 1, 2002 must have a GAP score of 3500 or higher.

Scores August 2011 and after - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 578 or higher, with a minimum verbal and quantitative score of 139 each.
Applicants must also achieve an Analytical Writing score of 3.5 or higher.

Applicants with a GAP score lower than required for admission and with at least a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area.

Applicants must submit a current teaching certificate or Statement of Eligibility valid for classroom teaching for IECE, Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12 when applying to the MAE: Literacy Education program.

**Degree Requirements**

*Required Professional Education Component-21 hours*

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<td>Content Area Literacy</td>
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<td>LTCY 527</td>
<td>Literacy Learning &amp; Cultural Differences</td>
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<td>LTCY 528</td>
<td>Literacy Research Methods &amp; Evaluation</td>
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</table>

*Specialization Component-6 hours*

Choose one of the following (3 hours)

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Restricted Electives: Choose one of the following (3 hours)

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<tr>
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<td>Advanced Educational Psychology</td>
<td>3</td>
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</tbody>
</table>
PSY 511 Psychology of Learning (3 hours)
PSY 519 Psychological Perspectives on Classroom Behavior (3 hours)
PSY 540 Behavior Problems of Childhood and Adolescence (3 hours)
ELED 503 Organization of Elementary School Curriculum (3 hours)
MGE 571 Middle School Curriculum (3 hours)
SPED 516 Exceptional Child: Perspectives & Issues (3 hours)
SEC 580 Curriculum (3 hours)
ENG 596 Writing Project (3 hours)
LME 518 Advanced Children's Literature (3 hours)
LME 527 Literature for Young Adults (3 hours)
SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours)
IECE 591 Seminar in Interdisciplinary Early Childhood Education (3 hours)
Research Foundations
EDFN 500 Research Methods (3 hours)
Thesis Option
LTCY 599 Thesis (6 hours)

Non-Thesis Option - 6 hours
LTCY 522 Investigations in Reading (3 hours)
LTCY 624 Seminar in Literacy Issues and Trends (3 hours)

Notes:
Hours above 30 may count toward Rank 1.
To be recommended for the Reading P-12 Endorsement, one must submit a qualifying score on the PRAXIS II exam for Reading P-12. For current PRAXIS II information and exam codes, please consult the Kentucky page of the Educational Testing Service (ETS) website: http://www.ets.org/praxis/ky/requirements.

4. Rationale for the proposed program change:
   • There is a typographical error in the specialization component in a course listed in the MAE-Literacy Education degree program.

5. Proposed term for implementation and special provisions (if applicable):  Fall 2014

6. Dates of prior committee approvals:
   School of Teacher Education  08/23/13
   CEBS Curriculum Committee  09/3/13
   Professional Education Council  09/11/13
   Graduate Council  10-10-13
   University Senate  


College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Revise A Program
(Action Item)

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

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

2. Identification of the proposed program changes:
   Revise program admission policy with respect to GRE/GAP scores and additional requirements for international students.

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current admission policy</th>
<th>Proposed admission policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Requirements</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</td>
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</tr>
<tr>
<td>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</td>
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</tr>
<tr>
<td>1. Transcripts of all undergraduate and graduate course work</td>
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</tr>
<tr>
<td>2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</td>
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</tr>
<tr>
<td>3. Completed application</td>
<td>3. Completed application</td>
</tr>
<tr>
<td>4. Current (within 1 year of application deadline) resume or vita</td>
<td>4. Current (within 1 year of application deadline) resume or vita</td>
</tr>
<tr>
<td>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</td>
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</tr>
<tr>
<td>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program</td>
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</tr>
<tr>
<td>7. Official GRE scores that meet the minimum</td>
<td>7. Official GRE scores that meet the minimum</td>
</tr>
</tbody>
</table>
GRE and GAP* scores required for doctoral degrees as described in the WKU Graduate Catalog

8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion

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

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

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

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

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

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

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

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

4. Rationale for the proposed program change:
Proposed changes reflect minor adjustments to the Graduate School doctoral degree requirements to allow for a more holistic evaluation of Educational Leadership Doctoral Program applicants by the program’s admissions committee. The new note under point 7 of the admission policy is based on page 14 of the 2013-14 Graduate Catalog that states, “Because the calculated GAP score is a summation of the combined GRE scores and undergraduate (or graduate) grade point average….” The 2012-13 catalog was even more explicit that programs could choose to use graduate GPA for GAP calculation. The additional wording under point 1 of the international criteria is to make explicit an exception that the Graduate School admissions staff has been consistently granting.

5. Proposed term for implementation and special provisions (if applicable): Spring 2014

6. Dates of prior committee approvals:

<table>
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<tr>
<th>Committee</th>
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<tr>
<td>EDD Leadership Council</td>
<td>8-22-2013</td>
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<tr>
<td>CEBS Curriculum Committee</td>
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<td>Professional Education Council</td>
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<tr>
<td>Graduate Council</td>
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<td>University Senate</td>
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</tbody>
</table>
Proposal Date: August 28, 2013

College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Revise a Program
(Action Item)

Contact Person: Fred Gibson, fred.gibson@wku.edu, 745-6021

1. Identification of program:
   1.1 Current program reference number: 095
   1.2 Current program title: Master of Science in Recreation and Sport Administration
   1.3 Credit hours: 33

2. Identification of the proposed program changes:
   • Adding a Statement of Professional Intent as an additional admission requirement (conditional admissions requirements will remain the same).

3. Detailed program description:

<table>
<thead>
<tr>
<th>Current Admission Requirements</th>
<th>Proposed Admission Requirements</th>
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<tbody>
<tr>
<td>• A bachelor’s degree from an accredited college or university</td>
<td>• A bachelor’s degree from an accredited college or university</td>
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<tr>
<td>• An official transcript from the college or university granting the baccalaureate degree</td>
<td>• An official transcript from the college or university granting the baccalaureate degree</td>
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<tr>
<td>• A cumulative baccalaureate grade point average (GPA) of at least 2.5 on a 4.0 scale OR</td>
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<td>- A GPA of at least 2.75 on a 4.0 scale in the last 60 hours completed OR</td>
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<tr>
<td>- A GPA of at least 3.0 in the major content area on a 4.0 scale</td>
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<tr>
<td>• A Statement of Professional Intent (which adheres to the following guidelines):</td>
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<td>- Statement should provide a sample of applicant’s writing style and ability. It should be</td>
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<td>2-3 double-spaced pages in length and is expected to be well organized, clearly written, and</td>
<td>double-spaced pages in length and is expected to be well organized, clearly written, and error</td>
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<td>error free. It should include an introduction, responses to the three questions listed below,</td>
<td>free. It should include an introduction, responses to the three questions listed below, and a</td>
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<td>and a conclusion:</td>
<td>conclusion:</td>
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<tr>
<td>1) Why do you want to pursue this degree?</td>
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<td>2) What related qualifications and/or experiences do you bring to the program?</td>
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<td>3) What are your career goals after completing the program?</td>
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<td>- Statements should be emailed to</td>
<td>- Statements should be emailed to</td>
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<tr>
<td><a href="mailto:graduate.studies@wku.edu">graduate.studies@wku.edu</a></td>
<td><a href="mailto:graduate.studies@wku.edu">graduate.studies@wku.edu</a></td>
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</tbody>
</table>
4. **Rationale for the proposed program change:**
   - The RSA Program is committed to admitting students demonstrating graduate level writing skills. Statements of Professional Intent will provide insight into candidates’ ability to express their intentions and qualifications. These writing samples will assist RSA program coordinators with admission decisions.

5. **Proposed term for implementation:** Spring 2014

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

   - **KRS Department:** 8/21/2013
   - **CHHS Graduate Curriculum Committee:** 9/16/2013
   - **Graduate Council:**
   - **University Senate:**
Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)

Contact Person:  A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

1. Identification of course:  
   1.1 Current course prefix (subject area) and number: IT 525  
   1.2 Course title: Planning and Organizing Technical Activities

2. Rationale for the course suspension: Course has not been offered for the past 5 years

3. Effect of course suspension on programs or other departments, if known: None

4. Proposed term for implementation: Spring 2014

5. Dates of prior committee approvals:

   Architectural and Manufacturing Sciences 09/20/2013
   Ogden College Graduate Curriculum Committee 09/27/2013
   Graduate Council
   University Senate
Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Suspend a Course
(Consent Item)

Contact Person:  A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: INED 552
   1.2 Course title: Advanced Machine Shop

2. **Rationale for the course suspension:** Course has not been offered for the past 5 years

3. **Effect of course suspension on programs or other departments, if known:** None

4. **Proposed term for implementation:** Spring 2014

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

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Proposal Date: 9/9/2013

Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Suspend a Course
(Consent Item)

Contact Person:  A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: INED 560
   1.2 Course title: Metals Technology

2. **Rationale for the course suspension:** Course has not been offered for the past 5 years

3. **Effect of course suspension on programs or other departments, if known:** None

4. **Proposed term for implementation:** Spring 2014

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

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Proposal Date: 9/9/2013

Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Suspend a Course
(Consent Item)

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

1. Identification of course:
   1.1 Current course prefix (subject area) and number: IT 465G
   1.2 Course title: Industrial Technology for Elementary Teachers

2. Rationale for the course suspension: Course has not been offered for the past 5 years

3. Effect of course suspension on programs or other departments, if known: None

4. Proposed term for implementation: Spring 2014

5. Dates of prior committee approvals:

   Architectural and Manufacturing Sciences 09/20/2013
   Ogden College Graduate Curriculum Committee 09/27/2013
   Graduate Council
   University Senate
Proposal Date: 9/9/2013

Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Suspend a Course
(Consent Item)

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

1. Identification of course:
   1.1 Current course prefix (subject area) and number: IT 520
   1.2 Course title: Philosophy of Industrial Technology Education

2. Rationale for the course suspension: Course has not been offered for the past 5 years

3. Effect of course suspension on programs or other departments, if known: None

4. Proposed term for implementation: Spring 2014

5. Dates of prior committee approvals:
   Architectural and Manufacturing Sciences 09/20/2013
   Ogden College Graduate Curriculum Committee 09/27/2013
   Graduate Council
   University Senate
Proposal Date: 9/9/2013

Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Suspend a Course
(Consent Item)

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: INED 530
   1.2 Course title: Advanced Drafting

2. **Rationale for the course suspension:** Course has not been offered for the past 5 years

3. **Effect of course suspension on programs or other departments, if known:** None

4. **Proposed term for implementation:** Spring 2014

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

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Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Suspend a Course
(Consent Item)

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

1. Identification of course:
   1.1 Current course prefix (subject area) and number: INED 532
   1.2 Course title: Industrial Design

2. Rationale for the course suspension: Course has not been offered for the past 5 years

3. Effect of course suspension on programs or other departments, if known: None

4. Proposed term for implementation: Spring 2014

5. Dates of prior committee approvals:

   Architectural and Manufacturing Sciences 09/20/2013
   Ogden College Graduate Curriculum Committee 09/27/2013
   Graduate Council
   University Senate
Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

1. Identification of course:  
   1.1 Current course prefix (subject area) and number: INED 542  
   1.2 Course title: Ind Electricity and Electronics

2. Rationale for the course suspension: Course has not been offered for the past 5 years

3. Effect of course suspension on programs or other departments, if known: None

4. Proposed term for implementation: Spring 2014

5. Dates of prior committee approvals:

   Architectural and Manufacturing Sciences  09/20/2013
   Ogden College Graduate Curriculum Committee  09/27/2013
   Graduate Council
   University Senate
Proposal Date: 9/9/2013

Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Suspend a Course
(Consent Item)

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

1. Identification of course:
   1.1 Current course prefix (subject area) and number: INED 544
   1.2 Course title: Wood Technology

2. Rationale for the course suspension: Course has not been offered for the past 5 years

3. Effect of course suspension on programs or other departments, if known: None

4. Proposed term for implementation: Spring 2014

5. Dates of prior committee approvals:

   Architectural and Manufacturing Sciences 09/20/2013
   Ogden College Graduate Curriculum Committee 09/27/2013
   Graduate Council
   University Senate
Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Suspend a Course
(Consent Item)

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: INED 548
   1.2 Course title: Graphic Arts

2. **Rationale for the course suspension:** Course has not been offered for the past 5 years

3. **Effect of course suspension on programs or other departments, if known:** None

4. **Proposed term for implementation:** Spring 2014

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

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

Contact Person: Jarrett Johnson, jarrett.johnson@wku.edu, 745-6032

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: BIOL 457G
   1.2 Course title: Herpetology
   1.3 Abbreviated course title: Herpetology
   1.4 Credit hours and contact hours: 4/6
   1.5 Schedule type: C
   1.6 Prerequisites: Graduate standing or permission of instructor
   1.7 Course description: The diversity, biology, and conservation of reptiles and amphibians. Off-campus travel will be required.

2. Rationale:
   2.1 Reason for developing the proposed course: Amphibians and reptiles represent two of the five major lineages of vertebrates. An understanding of the taxonomy and biology of these groups is an important component of an organismal-based undergraduate education in biology. Reptile and amphibian species are popular in the pet trade and many students have had casual outdoor experiences with common local species. The proposed course would provide the opportunity for students to gain a broader understanding of the diversity and importance of reptiles and amphibians both locally and globally. Many amphibians and reptiles species are experiencing population declines, and students interested in careers in conservation or wildlife biology will likely need an understanding of the natural history of these organisms.

   In addition, a course in herpetology was taught in the WKU Biology Department during the 1970s. Dr. Johnson was hired, in part, with the expectation to offer Herpetology on a least a semi-regular basis.

   2.2 Projected enrollment in the proposed course: 15-20. This course was taught during Spring 2012 as a temporary course (with same number), with a finishing enrollment of 5 graduate students in 457G and 15 undergraduate students in a complementary 457 section.

   2.3 Relationship of the proposed course to courses now offered by the department: The Biology Department offers graduate courses that cover two of the other major vertebrate groups (BIOL 456G Ichthyology and BIOL459G Mammalogy). The proposed course covers the remaining two groups: reptiles and amphibians. The proposed course would complement the other courses well, and provide students with the opportunity to complete their education of vertebrate ecology, evolution, and diversity. It is not unusual for a comprehensive or research institution to offer Herpetology and this is a course that had previously been taught at WKU.

   2.4 Relationship of the proposed course to courses offered in other departments: Little, at best. GEOL 405G (Paleontology) provides a comprehensive overview of the nature of the fossil record with particular emphasis on invertebrates. The proposed course begins with an overview of the evolution of vertebrates (fish, amphibians, mammals, reptiles, and birds) but focus mainly on the diversity, biology, and conservation of reptiles and amphibians.

   2.5 Relationship of the proposed course to courses offered in other institutions: Nine of our benchmark institutions (Ball State University, Western Illinois University, Missouri State University, Indiana State University, Towson University, Stephen F. Austin State University, Eastern Michigan University, Central Missouri State University, and California State University-Chico) offer a Herpetology course.

3. Discussion of proposed course:
   3.1 Course objectives: To introduce students to the field of herpetology, while emphasizing the evolutionary relationships of major groups of amphibians and reptiles, the diversity of life-history
adaptations, and the identification of species found in Kentucky. This course will include discussions of evolutionary history and the fossil record, and introduce a wide range of molecular and field techniques for the modern study of amphibian and reptile species and populations from taxonomic and ecological perspectives.

3.2 Content outline:

**Lecture (2 contact hours)**
- Introduction to herpetology
- Concepts in systematics and evolution of Tetrapoda
- Evolution of Amniotes and major features of living amphibians
- Amphibian diversity
- Major features of living reptiles and reptile diversity
- Problems in phylogeny
- Life histories
- Reproduction and mating systems
- Osmoregulation and thermoregulation
- Locomotion, orientation and movement
- Communication and foraging ecology
- Defense
- Population ecology and phylogeography
- Conservation of amphibians and reptiles

**Lab (4 contact hours)**
- Salamander diversity
- Salamanders of Kentucky
- Frog diversity
- Frogs of Kentucky
- Amphibian field trip
- Turtle diversity
- Turtles of Kentucky
- Lizard diversity
- Lizards of Kentucky
- Snake diversity
- Snakes of Kentucky
- Reptile field trip

3.3 Student expectations and requirements: Student performance will be based on lecture exams and laboratory practical exams.


4. Resources:

4.1 Library resources: Herpetology by Vitt and Caldwell (3rd Edition) text on reserve.

4.2 Computer resources: Departmental computer resources are sufficient to instruct students during lectures.

5. Budget implications:

5.1 Proposed method of staffing: Additional staff is not required. Note, this an expected components of the Dr. Johnson’s teaching requirements.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014
7. **Dates of prior committee approvals:**

   Department of Biology:  _____3/25/13_____

   Ogden College Graduate Curriculum Committee:  _____9/27/13_____

   Graduate Curriculum Committee:  

   University Senate:  

**Attachment:** Bibliography, Library Resources Form, Course Inventory Form
Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Create a New Academic Degree Type
(Action Item)

Contact Person: David Keeling (david.keeling@wku.edu) 5-4555

1 Identification of Academic Degree Type:

1.1 Academic degree type name: Master of Professional Studies in Geographic Information Science and Technology
1.2 Standard degree type abbreviation: MPSGIScience
1.3 Catalog description of academic degree type: The Master of Professional Studies in Geographic Information Science and Technology provides specialized, experiential postgraduate learning in a range of professional careers in the field of geographic information science and technology, such as Geographic Information Systems (GIS). The online MPS degree program emphasizes learning directly relevant to professional employment and requires some amount of fieldwork or an internship to complement classroom learning.

2 Rationale:

2.1 Reason for developing the proposed academic degree type: Input from recent graduates, alumni, and employers points to the need for such a degree program. Geospatial jobs (or jobs in GIS) continue to grow at an annual rate of 35% (http://www.doleta.gov/brg/indprof/geospatial_profile.cfm). In 2000, the GIS industry exceeded seven billion dollars annually and GIS software sales continue to exceed a billion dollars annually (http://www.webmazine.org/issues/bull242/documents/GISindustryForecast.pdf).

A salary survey from the GIS Certification Institute (http://www.gisci.org/Employers/salary.aspx) revealed that over 41% of certified GIS professionals (GISP) and over 35% of non-GISP have postgraduate degrees. The type of postgraduate degree isn’t specified. 11.7% of GISPs and 10.7% of non-GISPs reported that a Master’s degree was the minimum level of education required for their job position. 9.2% of GISPs and 6.9% of non-GISPs are currently seeking a Master’s or doctorate degree. 563 GISPs and 1,443 non-GISPs responded to this survey in 2007.

GIS is a learned profession requiring continuous training to develop advanced knowledge, specialized education, ethics, certifications and licensure (http://www.esri.com/news/arcnews/summer12articles/strengthening-the-gis-profession.html). A body of knowledge for GIS has been in existence since 2006 (http://www.gisci.org/PDFs/Renewal%20Body%20of%20Knowledge.pdf) and organizations such as the GIS Certification Institute use it as a basis for certifying GIS persons as professionals with the designation of GISP (www.gisci.org). It is becoming increasingly more standard for a person seeking a GIS job position in management (or wishing to advance within their GIS firm) to have a graduate degree, preferably in GIS or a strongly related field.

2.2 Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field: The GIS Certification Institute (GISCI.org) recognizes all accredited Master’s degrees including MPS. Courses in the MPS program would count in the education section of the application for professional certification in GIS (GISP). The proposed MPS degree program will offer students a wide range of online advanced courses in the fields of geographic information science, spatial analysis, and domain-specific applications.

2.3 List other universities in Kentucky and in other states (including programs at benchmark institutions) offering this academic degree type:
Kentucky - No other public university in the Commonwealth offers an MPS degree type. The “closest” to an MPS in GIS is offered by Murray State University, but is not offered online.

Murray State University – Master of Science in Geosciences

- The Masters in Geosciences focuses upon remote sensing, digital image processing, and geographic and archaeological information systems. Graduate students work closely with faculty on research projects that provide valuable practical experience, enhance employment opportunities, and support continued graduate education. The Department has close ties with the Mid-America Remote sensing Center (MARC), a center dedicated to teaching, research, and service to the community in remote sensing and GIS. Research opportunities are also available at the Wickliffe Mounds State Historic Site, the Murray State Archaeology Laboratory, and the Watershed Studies Institute (WSI) where water-related research is conducted. The Department of Geosciences offers the Master of Science in Geosciences degree with thesis and non-thesis options. The thesis option requires 30 credit hours of course work including six hours of thesis. The non-thesis option includes 33 hours of course work plus written and oral examinations. Both options require proficiency in statistical analysis. The program prepares students for positions in the public and private sectors or for additional graduate study.

Other States:

Pennsylvania State University – World Campus – Master of Geographic Information Systems (Online)

- The award-winning master of geographic information systems (MGIS) degree is a 35-credit program of study designed to help you become a leader in your industry while providing you with the convenience and flexibility that your current responsibilities demand. Offered by Penn State’s World Campus, you get the benefits of online courses – studying whenever and wherever you want – plus the ongoing interaction with expert educators and fellow graduate students. The curriculum, including challenging, highly practical projects, will give you cutting-edge GIS tools and methods that you can apply to your real-time professional work. Part time students can earn the 35-credit degree in three years by taking one course at a time and four courses per year. Each course is ten weeks long, with terms beginning in January, April, July, and October.

  - First-year courses help you develop the information literacy and technical competencies needed to become a knowledgeable and skillful user of desktop geographic information technologies.
  
  - Second-year courses help prepare you for leadership in your organization in designing, specifying, and managing complex geographic information infrastructures.
  
  - Third-year courses allow you to complete electives and an independent study project through which you will make substantive contributions to your organization, ultimately communicating these contributions to a professional audience.

University of Maryland – Master of Professional Studies in Geospatial Information Sciences (Online)

- The Master of Professional Studies and Graduate Certificate in Geospatial Information Sciences Program is dedicated to providing the most up-to-date training on geospatial technology, theory and applications. The courses cover spatial analysis, remote sensing, spatial statistics, modeling, programming, spatial databases, and Internet GIS.

In the program, lectures are delivered across the Internet using advanced audio and video technology. Students use webcams and headsets with microphones to attend lectures in real time. The entire online lectures (lecture slides, presentation, and Q&A interactions) are video-archived for reviewing. Students also have the option to come to campus to meet fellow
students and Teaching Assistant in the lab during lecture hours. All courses are scheduled in the evenings (5:30-8:00pm) to accommodate working professionals.

**The Universities at Shady Grove** – Master of Professional Studies in Geographic Information Systems
- The Master in Professional Studies (M.P.S.): Geographic Information Systems (GIS) is a 30-credit graduate program that will provide an advanced-level of education to professionals working or interested in the region's geospatial technology industry.

Upon completing the M.P.S. in GIS, students will possess an advanced knowledge of the information systems, computer science, and analytical aspects of the field of GIS. Students will utilize the knowledge, tools and techniques of database management, application development, and analytical assessment to appropriately address geographic information requirements and answer spatial questions.

Drawing on the diverse and outstanding expertise of regional professionals and academics, this program raises the bar for educating geospatial professionals. Our aim is to develop the next generation of GIS professionals.

**Northeastern University** – Master of Professional Studies in Geographic Information Technology (Online)
- The Master of Professional Studies in Geographic Information Technology is designed for working professionals who want to leverage their technical expertise to attain a leadership position within their respective institutions. The program curriculum offers an integrated set of core courses that includes a broad exposure to technical knowledge, the application of geographic information systems, and the organizational and managerial context of geospatial information and technology.

**University of Minnesota** – Professional Master of Geographic Information Science
- The Master of Geographic Information Science (MGIS) program is a unique professional masters degree associated with the Geography Department at the University of Minnesota, a top-ranked department in the United States with a strong tradition in cartography and GIS. The MGIS program is also affiliated with other academic units including Forest Resources, Computer Science, the Center for Urban and Regional Affairs (CURA), and Soil, Water and Climate.

The MGIS program provides a comprehensive GIS degree that balances theoretical, technical, applied and societal dimensions of GIS. Our program prides itself on providing a top-quality program accessible to a wide range of student interests and profiles. We offer:

- A broad, professionally-based curriculum
- Internationally-recognized faculty
- Hands-on training from leading GIS professionals
- A diverse and active student body
- State-of-the-art facilities and resources
- An exciting metropolitan location with access to employers and internships
- Flexible scheduling options, including courses offered in late-afternoons and evenings to accommodate students who work full-time.

Earning your MGIS degree from the University of Minnesota will benefit your career and give you the opportunity to make a real difference in your chosen field. Whether you use your GIS knowledge to empower communities, plan urban transportation systems, chart evacuation paths, help the environment, increase market share, or pioneer new software applications, as a University of Minnesota MGIS graduate, you will always be in the company of your field's brightest minds and top achievers.
Arizona State University – Masters of Advanced Study in GIS

As you may already have learned, the MAS-GIS program is a compact one-year non-thesis degree program fostering advanced study in management and the use of GIS technology in public and corporate environments. The degree meets important educational needs of working professionals and recent college graduates seeking to improve their career standing. The program provides a comprehensive professional degree that balances work in the theoretical aspects of GIS, the technical side of the discipline and the applications domain. Students are exposed to cutting edge technology, management theory and practice, and several societal dimensions associated with the application of GIS technology. The courses are held in the evenings during the week, the curriculum is highly adaptable to the work environment, and a MAS-GIS degree is achievable in a one-year time period.

A new group of students begins the program each August, attending evening classes during the fall and spring semesters. Upon completion of the spring semester, students select a capstone project that they complete during a summer eight week session. Final presentations take place in mid-July, and in less than 11 months, the degree is complete. The job market in GIS is red-hot, and to date our students have consistently landed rewarding positions in the Phoenix area, and in professional positions throughout the world.

Delta State University – Master of Applied Science in Geospatial Information Technologies (Online)

Geospatial information technologies are innovative approaches that government agencies, private businesses and non-profit organizations increasingly employ to understand problems and make informed decisions. The Division of Biological and Physical Sciences and the Center for Interdisciplinary Geospatial Information Technologies pool their academic and professional resources and expertise in remote sensing and GIS to offer this graduate program.

The MAS-GIT is an intensive one-year online degree program that offers advanced coursework, practicum, and independent research opportunities in the application of geospatial science and technologies. Online delivery of coursework offers students the flexibility needed for advancing their career without interrupting current work duties. Resources are also available on campus for student access. Balanced course study and practical learning experience engage students in applying spatial analysis tools to solve a wide range of contemporary problems in urban and regional planning, natural resources, environment, ecology, economy, and business.

2.4 Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor(s), and/or the Department of Education: The GIS Certification Institute (GISCI.org) recognizes all accredited Master’s degrees including MPS. Courses in the MPS program would count in the education section of the application for professional certification in GIS (GISP).

2.5 Relationship of the proposed degree type to other academic degree types now offered by the university: No other public university in the commonwealth offers a MPS degree program. Most of the postgraduate programs in the field of GIScience offer degrees targeting full-time academic students while this proposed program is tailored towards GIS professionals seeking advanced training in geographic information science and technology. All degree courses will be offered online so full-time GIS professionals can take them. In addition, all degree courses emphasize project-based learning and domain-specific applications.

2.6 Current WKU major(s) qualifying for this degree type: GIScience (#576)

2.7 Projected number of annual graduates in the proposed degree type: we expect 4-6 annual graduates in the early years of the MPS degree program. We also anticipate a gradual increase in the number of annual graduates once the program grows. When the program matures we expect 6-10 annual graduates.
3  Proposed term for implementation: Fall 2014

4  Dates of prior committee approvals:

Geography and Geology Department:     _____8/21/2013_____
Ogden College Graduate Curriculum Committee  _____09/27/2013_____  
Consultation with CPE through Provost’s Office  ___________________
Graduate Studies  ______________________
University Senate  ________________________
Board of Regents  _________________________

Attachment:  Degree Inventory Form
Potter College of Arts & Letters
Department of Communication
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: Helen Sterk, Helen.sterk@wku.edu, 745-5296

1. Identification of course:
   1.1 Course prefix (subject area) and number: COMM 721
   1.2 Course title: Organizational Communication for Leaders
   1.3 Credit hours: 3

2. Current prerequisite: Enrollment in EdD Educational Leadership program; corequisite with LEAD I; or permission of instructor

3. Proposed prerequisite: Admission to Educational Leadership Doctoral Program or permission of instructor

4. Rationale for the revision of prerequisite: This change brings old language in the catalog up to date with revisions in the Educational Leadership Doctoral Program.

5. Effect on completion of major/minor sequence: Not applicable

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:
   Communication Department          August 26, 2013
   PCAL Curriculum Committee          September 5, 2013
   Professional Education Council    September 11, 2013
   Graduate Council                  
   University Senate                 

Attachment: Course Inventory Form
Contact Person: Helen Sterk, Helen.sterk@wku.edu, 745-5296

1. Identification of course:
   1.1 Course prefix (subject area) and number: COMM 731
   1.2 Course title: Global Communication for Leaders
   1.3 Credit hours: 3

2. Current prerequisite: Enrollment in EdD Educational Leadership program; corequisite with LEAD I; or permission of instructor

3. Proposed prerequisite: Admission to Educational Leadership Doctoral Program or permission of instructor

4. Rationale for the revision of prerequisite: This change brings old language in the catalog up to date with revisions in the Educational Leadership Doctoral Program.

5. Effect on completion of major/minor sequence: Not applicable

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:
   Communication Department          August 26, 2013
   PCAL Curriculum Committee          September 5, 2013
   Professional Education Council    September 11, 2013

   Graduate Council
   University Senate

Attachment: Course Inventory Form
Potter College of Arts & Letters  
Department of Communication  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)

Contact Person: Helen Sterk, Helen.sterk@wku.edu, 745-5296

1. Identification of course:  
   1.1 Course prefix (subject area) and number: COMM 751  
   1.2 Course title: Strategic Communication  
   1.3 Credit hours: 3

2. Current prerequisite/corequisite: PR: Enrollment in EdD Educational Leadership program or permission of instructor; corequisite: LEAD III

3. Proposed prerequisite/corequisite: Admission to Educational Leadership Doctoral Program or permission of instructor

4. Rationale for the revision of prerequisite: This change brings old language in the catalog up to date with revisions in the Educational Leadership Doctoral Program.

5. Effect on completion of major/minor sequence: Not applicable

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:  
   Communication Department August 26, 2013  
   PCAL Curriculum Committee September 5, 2013  
   Professional Education Council September 11, 2013  
   Graduate Council  
   University Senate

Attachment: Course Inventory Form
Proposal Date: August 16, 2013

Potter College of Arts & Letters
Department of Folk Studies & Anthropology
Proposal to Create a New Course
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.wdu, 270 745-5898

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: FLK 760
   1.2 Course title: Public Policy and Cultural Heritage
   1.3 Abbreviated course title: Public Policy and Heritage
   1.4 Credit hours and contact hours: 3
   1.5 Type of course: S—Seminar
   1.6 Prerequisite: FLK 560 or equivalent, enrollment in Doctor of Professional Studies, Folklore Practice program.
   1.7 Course catalog listing: Examines key issues at the intersection of public policy and cultural heritage with an emphasis on case studies and models for addressing these issues from an applied folklore perspective.

2. Rationale:
   2.6 Reason for developing the proposed course: Applied folklorists have long been engaged with issues of public policy; however, in recent decades such engagement has received increased attention as a key area of scholarship and practice. A growing number of courses are offered at other institutions devoted specifically to the development of knowledge and skills about such issues as an area of professional expertise. This course will be a core required course in the proposed doctoral program in Folklore Practice, and it will examine key issues at the intersection of public policy and cultural heritage. Such issues include but are not limited to: tourism, intellectual property rights, intangible cultural heritage, asylum policy, agriculture/land policy, and economic development. It will provide theory and case studies with which students will develop skills and knowledge in multiple areas of policy at the local, state, national, and global levels, readying them for work as “productive, engaged, and socially responsible citizen leaders of a global society” as applied folklore professionals.

   2.7 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.

   2.8 Relationship of the proposed course to courses now offered by the department: The prerequisite for this course, FLK560: Cultural Conservation, provides an introduction to some of the issues covered in this course for students at the MA level. This course will expand upon FLK 560 both in terms of depth and issues covered, as appropriate for students at the doctoral level.

   2.9 Relationship of the proposed course to courses offered in other departments: PS 545 Seminar in Public Policy Analysis and PS 546 Public Policy Evaluation (Political Science) both provide students in the Masters in Public Administration program with experience in evaluating matters of public policy. FLK 760 differs in that it focuses on public policy issues as they relate to cultural heritage and as they can be evaluated and addressed from the perspective of applied folklore at the doctoral level.

   2.10 Relationship of the proposed course to courses offered in other institutions: Similar courses offered in related graduate programs at other institutions include: CSP 601 Cultural Policy, MA in Cultural Sustainably, Goucher College; Folk-F804 Heritage & Cultural Property, Indiana University; English 880 Culture and Capital, Ohio State University. This course will cover a broader range of public policy issues than these courses in order to prepare students for applied folklore work in multiple contexts.
3. Discussion of proposed course:

3.5 Course objectives: Students will:

- Develop an understanding of key issues at the intersection of public policy and cultural heritage;
- Understand the roles of applied folklorists—past, present, and future—in addressing these issues;
- Conduct primary and secondary research related to particular public policy issues; and
- Apply theoretical perspectives gained through course readings and discussions to their own primary research.

3.6 Content outline:

I. Introduction to public policy and cultural heritage
II. The roots of folkloristic approaches to public policy
III. Public policy at the local level (e.g. economic development, tourism, medical policy)
IV. Public policy at the state and regional levels (e.g. cultural and heritage tourism, arts and cultural policy, agricultural/land policy)
V. Public policy at the national level (e.g. asylum policy, intellectual property, environmental/preservation law)
VI. The global picture: (e.g. Intangible Cultural Heritage as addressed by the United Nations Education, Scientific, and Cultural Organization [UNESCO] and the World Intellectual Property Organization [WIPO])

3.7 Student expectations and requirements:

Students will be expected to attend and participate in class regularly and to successfully complete assignments that may include: readings, exams, papers, primary and secondary research, and oral presentations.

3.8 Tentative texts and course materials: Examples of texts that may be used in this course include:


Additional readings made available in electronic form.

4. Resources:

4.3 Library resources: Current library resources are sufficient.
4.4 Computer resources: Current computer resources are sufficient.

5. Budget implications:

5.5 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.

5.6 Special equipment needed: None.
5.7 Expendable materials needed: None.
5.8 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Folk Studies and Anthropology Department: 8/16/2013
Potter College Curriculum Committee: 9/5/2013
Graduate Council: ___________________
University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Proposal Date: August 16, 2013

Potter College of Arts & Letters
Department of Folk Studies & Anthropology
Proposal to Create a New Course
(Proposal)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: FLK 765
   1.2 Course title: Leadership Seminar in Applied Folklore
   1.3 Abbreviated course title: Leadership Seminar
   1.4 Credit hours and contact hours: 3 hours.
   1.5 Type of course: S
   1.6 Prerequisites/corequisites: Enrollment in Doctor of Professional Studies, Folklore Practice program
   1.7 Course catalog listing: Examination of history and current state of leadership practice in applied folklore with emphasis on case studies and the development of mentoring relationships with senior folklorists.

2. Rationale:
   2.1 Reason for developing the proposed course: FLK 765 will be a required core course in the proposed doctoral program in Folklore Practice. As the first advanced practice doctorate in the field of folklore, one aim of the program is to develop a new generation of leadership for the field. With the pioneer generation of applied folklorists now primarily of retirement age, the issue of leadership and succession has become critical within the field of applied folklore. Although many of this older generation hold advanced degrees in folklore, they readily admit that their doctoral training did not prepare them for the applied dimensions of folklore. This course will be the first advanced doctoral level class in the discipline to specific address issues of leadership by emphasizing case studies, both current and historical, of leadership in applied folklore and providing opportunities for students to develop mentorship relationships with leaders in the discipline.
   2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
   2.3 Relationship of the proposed course to courses now offered by the department: Courses such as FLK 560 Cultural Conservation, 562 Folklore and Education, and 572 Public Folklore discuss the development of leadership in certain realms of applied folklore at the MA level; however the department does not currently offer a course that focuses exclusively on issues of leadership.
   2.4 Relationship of the proposed course to courses offered in other departments: Educational Leadership offers EDLD 710 Leadership Theories and Ethics, EDLD 720 Individual and Group Issues in Leadership, and EDLD 730 Leading the Organization, all of which are relevant to leadership in education rather than folklore.
   2.5 Relationship of the proposed course to courses offered in other institutions: No doctoral level courses on leadership in applied folklore exist in other institutions offering doctorates in folklore.

3. Discussion of proposed course:
   3.1 Course objectives: Students will:
      • Gain a deeper understanding of the history of leadership in the field of applied folklore
      • Expand their networks of supportive individuals in the public and private sectors and develop mentorship relationships with individual leaders in the field.
      • Determine effective leadership styles and their application in the various work settings
- Distinguish between roles and tasks appropriate to specific organizations and circumstances.
- Identify proven strategies to interact effectively with diverse agencies and constituencies.

3.2 Content outline:
I. Introduction to Issues of Leadership in Applied Folklore
II. Case Studies: Historical
III. Cases Studies: Contemporary
IV. Effective Leadership Styles and Strategies
V. Navigating Diverse Agencies and Constituencies
VI. Leadership and Mentoring

3.3 Student expectations and requirements: Students will be expected to attend and participate in class regularly and to successfully complete assignments that may include: readings, exams, papers, primary and secondary research, and oral presentations. Each student will be expected to develop an ongoing mentoring relationship with a leader in applied folklore.

3.4 Tentative texts and course materials: Examples of tentative texts include:


4. Resources:

4.1 Library resources: Current library resources are sufficient.

4.2 Computer resources: Current computer resources are sufficient.

5. Budget implications:

5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.

5.2 Special equipment needed: none

5.3 Expendable materials needed: n/a

5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee 9/5/2013

Graduate Council

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Potter College of Arts & Letters
Department of Folk Studies & Anthropology
Proposal to Create a New Course
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: FLK 772
   1.2 Course title: Folklore and Public Practice
   1.3 Abbreviated course title: Folklore and Public Practice
   1.4 Credit hours and contact hours: 3
   1.5 Type of course: S
   1.6 Prerequisites: FLK 572 or equivalent, enrollment in Doctor of Professional Studies, Folklore Practice program.
   1.7 Course catalog listing: Explores the various dimensions of folklore and public practice at an advanced level, including the examination of specific case studies and the application of knowledge to specific student-developed projects.

2. Rationale:
   2.1 Reason for developing the proposed course: This course will offer a doctoral level foundation course on the various practices of applied folklore. This will be a core required course toward the proposed doctoral program in Folklore Practice. Applied folklore has become an increasingly complex area of endeavor, including not just “public folklore,” but folklorists working with social and health services, various aspects of public and arts policy, and economic development. This foundation course will introduce doctoral students to the full range of folklore practice.
   2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed Doctor of Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
   2.3 Relationship of the proposed course to courses now offered by the department: This course will complement and expand on the course prerequisite, FLK 572, Public Folklore, offering a broader focus in terms of depth and issues covered, as appropriate for students at the doctoral level. It will also complement the other courses proposed for the doctoral program in Folklore Practice at Western Kentucky University by offering an introduction at the doctoral level to the full range of public practice within the discipline of folklore.
   2.4 Relationship of the proposed course to courses offered in other departments: Other applied doctoral programs at WKU offer classes that emphasize practice, including NURS 712, Evidence Based Practice. At the master’s degree level, the Master of Social Work (MSW) program offers SWRK 520, Generalist Social Work Practice, and SWRK 501, Cultural Competency in Social Work Practice. These courses are specific to the disciplines they serve, as FLK 772 will be specific to public practice in folklore.
   2.5 Relationship of the proposed course to courses offered in other institutions: Several American universities offer M.A. level classes in public folklore or public practice in folklore, including Indiana University, Utah State University, the University of North Carolina-Chapel Hill, and the University of Oregon. MA level introductory courses to public folklore will be accepted as equivalents to the prerequisite FLK 572, Public Folklore, taught at WKU. There are no other American universities that offer doctoral level courses that examine the broad range of folklore and public practice, although individual courses such as Indiana University’s F804, Heritage & Cultural Property, and Ohio State’s ENGLISH 880, Culture and Capital, explore specific aspects of folklore practice at the doctoral level. WKU’s FLK 772 will be the first doctoral level course in the U.S. to explore the broad range of public practice in folklore.
3. Discussion of proposed course:

3.1 Course objectives: As an advanced class on folklore and public practice, students will already be familiar with the fundamentals of public folklore, by taking FLK 572 or the equivalent, and/or having several years of experience as public folklore professionals.

Course objectives. Students will:
• Develop an understanding of the variety of applied folklore venues and practices.
• Apply theory to practice.
• Conduct research and carry out projects in areas related to their specific fields of inquiry.

Learning outcomes. Students will:
• Gain knowledge of the varieties of applied folklore practice.
• Expand their skills in folklore practice and will pursue skills and experiences in specific areas relevant to their interests, expertise, and career goals.

3.2 Content outline:
I. Introduction to the Class
II. Folklore & Public Practice
III. Class Projects: Planning
IV. Applied Folklore: Problem Solving
V. Venues of Public Practice
VI. Class project, Presentations
VII. Conclusion

3.3 Student expectations and requirements: Students must attend class on a regular basis, participate, and complete all assignments, activities, and exams. They are expected to carry out specific projects that are related to the class and approved by the instructor.

3.4 Tentative texts and course materials: Examples of texts that may be used in this course include:

For more resources, see attached bibliography.

4. Resources:

4.1 Library resources: The WKU library has adequate resources for this class.

4.2 Computer resources: This class will make use of the internet, audiovisual resources, etc. WKU has adequate resources for this.

5. Budget implications:

5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.

5.2 Special equipment needed: none

5.3 Expendable materials needed: n/a

5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:
Folk Studies and Anthropology Department: 8/16/2013
Potter College Curriculum Committee 9/5/2013
Graduate Council
University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form
1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: FLK 775
   1.2 Course title: Activism and Politics in Applied Folklore
   1.3 Abbreviated course title: Folklore Activism and Politics
   1.4 Credit hours and contact hours: 3
   1.5 Type of course: S
   1.6 Prerequisites/co-requisites: Enrollment in the Doctor of Professional Studies, Folklore Practice program.
   1.7 Course catalog listing: Investigates the uses of folklore in historical and contemporary political and social activism. May be repeated once (if a different topic) for credit.

2. Rationale:
   2.1 Reason for developing the proposed course: Applied folklore takes place in a political and social environment which both shapes and responds to social and political factors. Professional folklorists must understand and take these effects into account in their work, hence this represents a core course in the proposed program curriculum in the doctoral program in Folklore Practice. While the proposed program will emphasize the mastery of advanced skills in leadership and fieldwork, it is also essential that doctoral students in applied folklore understand the strong currents of political activism that have existed, and still exist, within the profession. In a recent article (2012), prominent public folklorist Debora Kodish identifies, among the many threads of public folklore, “a progressive public interest tradition where labor equitably dedicated toward the flourishing of people’s power and capacities, traced in arts and culture, is a critical variety of liberation struggle.” While not advocating for any particular activist or political agenda, this course will provide an understanding of the role that political activism has played in the development of public folklore which is crucial for future leaders in the field.
   2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
   2.3 Relationship of the proposed course to courses now offered by the department: This course will complement and expand on our current M.A. level courses such as FLK 560 Cultural Conservation, and FLK 575 Public Folklore, and will also complement the other courses proposed for the Doctorate in Applied Folklore at Western Kentucky University. FLK 772, Folklore and Public Practice will introduce doctoral students to the variety of applications of folklore in non-scholarly settings and FLK 760, Public Policy and Cultural Heritage, will introduce to students the intersections of public policy and applied folklore. FLK 775 will provide an effective counterpoint to FLK 765, Leadership Seminar in Applied Folklore. While the latter will explore how leaders may effectively navigate political issues, FLK 775 will examine the uses of folklore in political and social activism.
   2.4 Relationship of the proposed course to courses offered in other departments: historical content of this course may share some common concerns with HIST 505 Cultural Diversity in America, although this course is primarily addressed to teachers. The Department of Political Science offers PS 538, a seminar in Public Sector Organizations takes a values-based approach to administration structure and behavior. ICSR 510 examines major perspectives concerning issues in social justice. GWS 545 Feminist Knowledge and Social Change addresses activism in the context of gender-
related issues. Unlike these courses, FLK 775 will be offered at the doctoral level and will specifically address activism as it relates to applied folklore.

2.5 Relationship of the proposed course to courses offered in other institutions: Doctoral programs such as Memorial University of Newfoundland and Indiana University in folk studies offer occasional topics courses with similar content and approach. For instance, Indiana University Folk-F804 Heritage & Cultural Property and Ohio State offers English 880 Culture and Capital. However this will be the first doctoral course in North America that specifically addresses political activism in applied folklore.

3. Discussion of proposed course:

3.1 Course objectives: On completion of this course, the student will:

- understand the role of politics and social activism in the study of folklore from the late nineteenth century to the present;

- master the major arenas of cultural politics relevant today within the diverse contexts of activism;

- demonstrate the ability to apply these concepts to their work setting.

Each of these objectives will be understood both in terms of the larger implications for the discipline, and their specific application to the student’s professional work setting.

3.2 Content outline:

I. Introduction
II. Roots of the study of folklore in Romantic Nationalism
III. Cultural evolutionism and Imperialism in the ethnographic disciplines
IV. Cultural policy in the not-so-Melting Pot
V. Contemporary ethical and legal issues: appropriation, representation
VI. Contemporary ethical and legal issues: intellectual property rights, arts and economics
VII. Contemporary ethical and legal issues: gender
VIII. Contemporary ethical and legal issues: policy and regulation

3.3 Student expectations and requirements: Students must attend class on a regular basis, participate, and complete all assignments, activities, and exams. Their work will include case studies of past and present activist agendas and organization in folklore, as well as specific applications to their own work environment. They are expected to carry out specific projects that are related to the class and approved by the instructor.

3.4 Tentative texts and course materials:


4. **Resources:**
   4.1 Library resources: The WKU library has adequate resources for this class.
   4.2 Computer resources: This class will make use of the internet, audiovisual resources, etc. WKU has adequate resources for this.

5. **Budget implications:**
   5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.
   5.2 Special equipment needed: none
   5.3 Expendable materials needed: n/a
   5.4 Laboratory materials needed: n/a

6. **Proposed term for implementation:** Fall 2014

7. **Dates of prior committee approvals:**
   - Folk Studies and Anthropology Department: 8/16/2013
   - Potter College Curriculum Committee: 9/5/2013
   - Graduate Council: ______________
   - University Senate: ______________

**Attachment:** Bibliography, Library Resources Form, Course Inventory Form
Potter College of Arts & Letters  
Department of Folk Studies & Anthropology  
Proposal to Create a New Course  
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: FLK 778
   1.2 Course title: Advanced Folklore Fieldwork and Research Methods
   1.3 Abbreviated course title: Advanced Folklore Fieldwork
   1.4 Credit hours and contact hours: 3
   1.5 Type of course: S
   1.6 Prerequisites/co-requisites: FLK 578 or equivalent
   1.7 Course catalog listing: Advanced examination of historical and contemporary theory and practice of ethnographic fieldwork.

2. Rationale:
   2.1 Reason for developing the proposed course: Sound ethnographic practice is at the core of the discipline of folklore. Significant developments in both theory and practice cannot be covered by a single MA-level course. Offering a required doctoral level course on theory and practice of ethnographic documentation as part of the Doctor of Professional Studies, Folklore Practice core curriculum will provide the deeper level of analysis appropriate to the degree. Student enrolled in FLK 778 will be expected to have completed FLK 578, Folklore Fieldwork, or its equivalent at another university. Therefore the course will be able to proceed to advanced theory and technique, including uses of new media in ethnographic research, advanced approaches to digitization, and best practices. This course will be designed for students who have already mastered basic field methods and are engaged in more advanced forms of fieldwork. It is crucial for doctoral level students to go beyond basic mastery by understanding best practices and contemporary theory of folklore fieldwork and research methods.
   2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice: enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
   2.3 Relationship of the proposed course to courses now offered by the department: This course will complement and expand on our current M.A. level course, FLK 578, “Folklore Fieldwork.” It will also complement the other courses proposed for the Doctorate in Professional Studies, Folklore Practice at Western Kentucky University. While FLK 772, Folklore and Public Practice, will introduce doctoral level students to the variety of public practice within Applied Folklore and FLK 765, Leadership Seminar in Applied Folklore, will develop leadership skills in applied folklore, FLK 778 will emphasize fieldwork and research methods.
   2.4 Relationship of the proposed course to courses offered in other departments: Other applied doctoral programs at WKU offer discipline specific classes that emphasize research methods, including EDLD 712, “Research Methods and Design for Educational Leaders.” These courses are discipline specific, as will be FLK 778.
   2.5 Relationship of the proposed course to courses offered in other institutions: Other North American institutions offering an advanced degree in folklore require an MA-level course on fieldwork. More advanced course investigation of the topic is generally undertaken in elective or “topics” classes at the doctoral level. This course is similar to Memorial University’s 7100: Advanced Folkloristics II - Research and Ethnography, although it will be less theory-driven, and Indiana University’s Folk-F528 Advanced Fieldwork, which is an advanced folklore fieldwork class offered at the master’s level.
3. Discussion of proposed course:

3.1 Course objectives: Students will:

- Demonstrate an enhanced ability to apply up-to-date field technologies and documentation protocol;
- Display an understanding of the history of fieldwork in the ethnographic disciplines;
- Apply current trends in ethnographic theory; and a deepened comprehension of the legal and ethical dimensions of fieldwork to their research;
- Conduct their own fieldwork according to the highest standards of the discipline using the most up-to-date methods appropriate to their work.

Each of these objectives will be understood both in terms of the larger implications for the discipline, and their specific application to the professional work setting and constituency of the student.

3.2 Content outline:

I. Introduction
II. History of ethnographic fieldwork
III. Current best practice: recording and preliminary documentation
IV. Current best practice: archiving and preservation
V. Contemporary ethical and legal issues
VI. New trends in ethnographic theory

3.3 Student expectations and requirements:

Students must attend class on a regular basis, participate, and complete all assignments, activities, and exams. They are expected to carry out specific projects that are related to the class and approved by the instructor. Course requirements will include five written critical analyses of recognized ethnographic works or collections with reference to their methods, content, and significance, as well as a final project demonstrating competence in contemporary digital techniques of ethnographic documentation.

3.4 Tentative texts and course materials:


4. **Resources:**
   4.1 Library resources: The WKU library has adequate resources for this class.
   4.2 Computer resources: This class will make use of the internet, audiovisual resources, etc. WKU has adequate resources for this.

5. **Budget implications:**
   5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Additional staffing may be necessary if enrollment increases.
   5.2 Special equipment needed: none
   5.3 Expendable materials needed: n/a
   5.4 Laboratory materials needed: n/a

6. **Proposed term for implementation:** Fall 2014

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

   Folk Studies and Anthropology Department: 8/16/2013
   Potter College Curriculum Committee: 9/5/2013
   Graduate Council: 
   University Senate: 

**Attachment:** Bibliography, Library Resources Form, Course Inventory Form
Potter College of Arts & Letters
Department of Folk Studies & Anthropology
Proposal to Create a New Course
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: FLK 785
   1.2 Course title: Topics in Applied Folklore
   1.3 Abbreviated course title: Topics in Applied Folklore
   1.4 Credit hours and contact hours: 3 hours. May be repeated once for credit on different topic
   1.5 Type of course: S
   1.6 Prerequisites: Enrollment in Doctor of Professional Studies, Folklore Practice program
   1.7 Course catalog listing: Topics of current interest in applied folklore. Content varies according to the instructor and needs of the students.

2. Rationale:
   2.1 Reason for developing the proposed course: Course will allow doctoral level students to explore contemporary issues of concern within applied folklore.
   2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
   2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers FLK 585 Topics in Folklore for MA level students.
   2.4 Relationship of the proposed course to courses offered in other departments: None
   2.5 Relationship of the proposed course to courses offered in other institutions: Topics courses are common in other folklore graduate programs, but no other institution offers doctoral level topics courses solely focused on applied folklore.

3. Discussion of proposed course:
   3.1 Course objectives: Specific course objectives will vary according to the specific topic addressed.
   3.2 Content outline: Content will vary according to topic.
   3.3 Student expectations and requirements: Students must attend class on a regular basis, participate, and complete all assignments, activities, and exams. They are expected to carry out specific projects that are related to the class and approved by the instructor.
   3.4 Tentative texts and course materials: Texts will vary according to topic.

4. Resources:
   4.1 Library resources: WKU has adequate resources for this course.
   4.2 Computer resources: WKU has adequate resources for this course.

5. Budget implications:
   5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Additional staffing may be necessary as program enrollment grows. This course might also be taught by guest faculty with expertise in specific areas of applied folklore.
   5.2 Special equipment needed: none
   5.3 Expendable materials needed: n/a
   5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Fall 2014
7. Dates of prior committee approvals:

Folk Studies and Anthropology Department: 8/16/2013
Potter College Curriculum Committee  9/5/2013
Graduate Council
University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Potter College of Arts & Letters  
Department of Folk Studies & Anthropology  
Proposal to Create a New Course  
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: FLK 789
   1.2 Course title: Practicum in Applied Folklore
   1.3 Abbreviated course title: Practicum in Applied Folklore
   1.4 Credit hours and contact hours: 1-6 credit hours, can be repeated up to six hours
   1.5 Type of course: P
   1.6 Prerequisites: Enrollment in doctoral program in Folklore Practice.
   1.7 Course catalog listing: Supervised professional experience in Applied Folklore

2. Rationale:
   2.1 Reason for developing the proposed course: Supervised professional experience is an essential part of an advanced practice doctorate. Six credit hours of practicum experience will be a required course for the Doctorate of Professional Studies, Folklore Practice. Sites for practica will include the Kentucky Folklife Program, the American Folklore Society, and the American Folklife Center at the Library of Congress. Other sites will be developed according to the professional and geographical needs of the doctoral students.
   2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
   2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers FLK 589 Internship for master’s level students in Folk Studies.
   2.4 Relationship of the proposed course to courses offered in other departments: Required internship or practica are typical of advanced practice doctorates. For example, at WKU Educational Leadership offers EDLD 798 Internship in Administration and Supervision.
   2.5 Relationship of the proposed course to courses offered in other institutions: This type of course is typical of courses offered in other advanced practice doctoral programs.

3. Discussion of proposed course:
   3.1 Course objectives: Students completing FLK 789 will:
      • Demonstrate a knowledge of the organizational practice of the supervising agency and its relevance to applied folklore
      • Acquire professional skills and accomplishments relevant to their professional goals in applied folklore
      • Present a web-based summary of the skills and knowledge acquired in the practicum, emphasizing their relevance to applied folklore
   3.2 Content outline: n/a
   3.3 Student expectations and requirements: Student will be evaluated by practicum supervisor on work performance and professional quality. On completing the practicum, students will create a web-based portfolio summarizing professional skills and knowledge acquired.
   3.4 Tentative texts and course materials: n/a

4. Resources:
   4.1 Library resources: WKU resources are adequate.
   4.2 Computer resources: WKU resources are adequate.
5. **Budget implications:**
   5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Additional staffing may be necessary as program enrollment grows.
   5.2 Special equipment needed: none
   5.3 Expendable materials needed: n/a
   5.4 Laboratory materials needed: n/a

6. **Proposed term for implementation:** Fall 2014

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

   Folk Studies and Anthropology Department: 8/16/2013
   Potter College Curriculum Committee 9/5/2013
   Graduate Council
   University Senate

**Attachment:** Bibliography, Library Resources Form, Course Inventory Form
Potter College of Arts & Letters  
Department of Folk Studies & Anthropology  
Proposal to Create a New Course  
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: FLK 799
   1.2 Course title: Dissertation Research
   1.3 Abbreviated course title: Dissertation Research
   1.4 Credit hours and contact hours: 1-9 credit hours
   1.5 Type of course: R
   1.6 Prerequisites: Admission to candidacy to Doctor in Professional Studies, Folklore Practice program and completion of qualifying exams.
   1.7 Course catalog listing: Research undertaken to complete requirements for Doctor of Folklore Practice

2. Rationale:
   2.1 Reason for developing the proposed course: A dissertation will be required for the proposed Doctor of Folklore Practice
   2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
   2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers FLK 599 Thesis Research and Writing for students in the M.A. program.
   2.4 Relationship of the proposed course to courses offered in other departments: Educational Leadership offers EDLD 799 Dissertation Research which serves a similar purpose for their doctoral program.
   2.5 Relationship of the proposed course to courses offered in other institutions: This course is typical of courses offered in other folklore programs for dissertation credit. Indiana University’s Department of Folklore and Ethnomusicology offers F850 Dissertation/Research/Thesis Credits.

3. Discussion of proposed course:
   3.1 Course objectives: The student will successfully complete and defend a work of original research in the area of applied folklore.
   3.2 Content outline: n/a
   3.3 Student expectations and requirements: Student will complete a work of original research in applied folklore.
   3.4 Tentative texts and course materials: n/a

4. Resources:
   4.1 Library resources: WKU library resources are adequate.
   4.2 Computer resources: n/a

5. Budget implications:
   5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Additional staffing may be necessary as program enrollment grows.
   5.2 Special equipment needed: n/a
   5.3 Expendable materials needed: n/a
   5.4 Laboratory materials needed: n/a
6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

   Folk Studies and Anthropology Department: 8/16/2013
   Potter College Curriculum Committee: 9/5/2013

Graduate Council

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Potter College of Arts & Letters  
Department of Folk Studies & Anthropology  
Proposal to Create a New Course  
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. Identification of proposed course:
   1.1 Course prefix (subject area) and number: FLK 800
   1.2 Course title: Maintain Matriculation
   1.3 Abbreviated course title: Maintain Matriculation
   1.4 Credit hours and contact hours: 1-3 credit hours
   1.5 Type of course: M
   1.6 Prerequisites: Completion of dissertation credit hours for Doctor of Professional Studies, Folklore Practice and advisor permission
   1.7 Course catalog listing: Course enrollment requirement during completion of dissertation.

2. Rationale:
   2.1 Reason for developing the proposed course: Students who have completed 9 hours of FLK 799 will be required to be enrolled in FLK 800 while actively completing their dissertations
   2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
   2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers FLK 600 Maintaining Matriculation for masters level students.
   2.4 Relationship of the proposed course to courses offered in other departments: Educational Leadership offers EDLD 800 Maintain Matriculation which serves a similar purpose for their doctoral program.
   2.5 Relationship of the proposed course to courses offered in other institutions: This course is typical of courses offered in other folklore programs for maintaining matriculation.

3. Discussion of proposed course:
   3.1 Course objectives: n/a
   3.2 Content outline: n/a
   3.3 Student expectations and requirements: n/a
   3.4 Tentative texts and course materials: n/a

4. Resources:
   4.1 Library resources: n/a
   4.2 Computer resources: n/a

5. Budget implications:
   5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Additional staffing may be necessary as program enrollment grows.
   5.2 Special equipment needed: n/a
   5.3 Expendable materials needed: n/a
   5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:
Folk Studies and Anthropology Department: 8/16/2013
Potter College Curriculum Committee 9/5/2013
Graduate Council
University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form
Potter College of Arts & Letters
Department of Folk Studies & Anthropology
Proposal to Create a New Academic Degree Type
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

2 Identification of Academic Degree Type:
4.1 Academic degree type name: Doctor of Professional Studies
4.2 Standard degree type abbreviation: DPS
1.3 Catalog description of academic degree type: The Doctor of Professional Studies (DPS) degree is a practice-oriented degree aimed at professionals with substantive experience in their respective fields, experiences which will inform and leverage learning, positioning learners to assume significant leadership roles in their professions. This degree emphasizes real world experiences and generally involves linkages with veteran practitioners in their fields.

5 Rationale:
5.1 Reason for developing the proposed academic degree type: The Doctoral of Professional Studies is a terminal degree awarded in fields as diverse as medicine, biotechnology, business, spatial science, and Library Studies. It focuses on the advancement of the professional through enhanced knowledge and the application of research and experiences that respond to the rapidly changing professional environment. In this sense, the DPS can be understood as helping students focus on the application of research knowledge in the professional world, rather than on the production of knowledge itself. As WKU focuses to a greater extent on cultivating advanced research agendas for students, and then sending those students into the professional world, a degree beyond the traditional BA, MA, BS, or MS has become more critical to ensuring their professional success. Several WKU disciplines have expressed the need for an advanced practice-oriented doctoral program; the DPS will allow WKU to combine students’ and faculty research agenda with the professional needs of the students.

5.2 Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field: Between 2008 and 2011 the number of first professional doctoral degrees awarded increased by 6%, while at the same time the research doctoral degrees awarded decreased by 9%, according to Integrated Postsecondary Education Data System (IPEDS). The increase in first professional doctoral degrees demonstrates the need for this type of practice-oriented credential. (For individual subject rationale, see 2.6)

5.3 List other universities in Kentucky and in other states (including programs at benchmark institutions) offering this academic degree type: No Kentucky public higher education institution or WKU Benchmarks offer the DPS. The DPS or DProf is offered at Syracuse University, Pace University, and extensively in other countries. Of the WKU Benchmarks one offers the MPS (Middle Tennessee State University). Several institutions in TN offer the MPS (East Tennessee State University, Middle Tennessee State University, and University of Memphis). Cornell and Towson University also offer the MPS. See appendix A for descriptions of these programs.

5.4 Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor(s), and/or the Department of Education: The U.S. Department of Education defines the professional practice doctorate in the Integrated Postsecondary Education Data System (IPEDS): “Doctor’s degree – professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years.”
5.5 Relationship of the proposed degree type to other academic degree types now offered by the university: WKU currently offers the EdD, DNP and DPT which are practice-oriented doctoral degrees.

5.6 Current WKU major(s) qualifying for this degree type: The Department of Folk Studies and Anthropology in Potter College of Arts and Letters are proposing a DPS in Folklore Practice. A professional doctorate in folklore is supported by the fact that 45% of the membership of the American Folklore Society (according to a 2011 membership survey) is currently employed in the public-sector or other non-academic positions, although no doctoral programs in the discipline currently train students for this work. Recently a peer group of Folk Arts specialists at the National Assembly of State Arts Agencies recommended the need for expanded training for folklorists in professional practice. Western Kentucky University has long led the way nationally for training public folklorists at the M.A. level and is well-positioned to expand to a DPS degree. A report from the network of state folk arts program directors argues for a sustained ongoing relationship between academic programs and public folklorists. “This would all be for the benefit of folklore as a profession more fully engaged in credentialing practicing professionals, facilitate greater seamlessness between the academic and the public sector and strengthen the intellectual foundations and rigor of public folklore work while enlarging the arenas of scholarship and teaching for folklore graduate faculty.” Through the DPS degree, students would be better prepared to practice folklore in settings outside the academy, including arts administration, folk arts and education, cultural resource management and the safeguarding of intangible cultural heritage. With the relocation of the statewide folk arts program to Western Kentucky University in 2012, the Folk Studies program has already begun to work toward a greater collaboration with public practice within the profession.

A professional doctorate in Folk Studies would serve mid-career professionals who have already been involved in some aspect of public folklore but feel the need for a great level of grounding in theories of practice. The program would also be open to individuals who hold an MA in the discipline, but who desire further study oriented to professional practice of folklore. Students who do not possess extensive applied experience would be required to complete a residency program as part of the degree work. The Department of Folk Studies and Anthropology will work closely with the American Folklore Society and other professional networks in designing a curriculum that is flexible enough to serve the needs of profession.

5.7 Projected number of annual graduates in the proposed degree type: In Folk Studies, six students are projected to graduate annually, although it is anticipated that demand will rise for the degree once the program is instituted.

6 Proposed term for implementation: Fall 2014

7 Dates of prior committee approvals:

- Folk Studies and Anthropology Department: 1/25/2013
- Potter College Curriculum Committee: 3/7/2013
- Consultation with CPE through Provost’s Office: 1/22/2013

Graduate Council

University Senate

Board of Regents

Attachment: Degree Inventory Form
1. Identification of program:
   1.1 Program title: Folklore Practice
   1.2 Degree Type: Doctor of Professional Studies, Folklore Practice
   1.3 Classification of Instructional Program Code (CIP): 05.0209
   1.4 Required hours in proposed major program: 63
   1.5 Special information: This flexible program is designed to attract mid-career professionals who are already employed in areas of applied folklore as well as individuals with backgrounds in related applied fields (such as public health, education, museum work, archiving, and arts administration) who wish to combine their expertise with applied folklore. Individuals who have recently completed master’s degrees in folklore or related fields may also be considered.
   1.6 Program admission requirements: All applicants must submit a writing sample, a statement of intent, a resume, and three letters of reference and demonstrate a record of excellence in previous academic and/or professional work. An interview will be required prior to admission.
   1.7 Catalog description: The program is a 63-hour advanced practice doctorate resulting in a Doctor of Professional Studies, Folklore Practice. Up to 30 hours of previous graduate work can be applied to the degree with approval of the graduate Folk Studies faculty. Students are required to complete the 18-hour doctoral core, 6 hours of practicum, 30 hours of electives, and a 9-hour doctoral dissertation. Practicum credit may be awarded for previous professional experience in applied folklore with approval of Folk Studies graduate faculty. Students entering the doctoral program without an MA in Folk Studies must complete the 18-hour MA core and pass a written preliminary exam.

2. Rationale:
   2.1 Reason for developing the proposed major program:

   The need for an advanced practice doctorate in folklore is supported by the fact that 45% of the membership of the American Folklore Society (according to the 2011 AFS Member Survey) is currently employed in the public-sector or other non-academic positions, although no doctoral programs in the discipline train students for this work. In fall 2012 a peer group of Folk Arts specialists at the National Assembly of State Arts Agencies identified the need for expanded training for folklorists in professional practice. The report advocated for the “development of highly comprehensive doctoral and masters programs, with revisioned graduate folklore curricula, fully integrating public folklore in a manner equivalent to training for clinical practice in clinical psychology programs that equip their graduates to practice their profession in a wide range of situations.” (Baron 2012) The proposed doctoral program will address the currently unmet need of advanced training in folklore practice at the doctoral level.

   Student interest in the field of folklore continues to grow. In the past five years (May 2008 to May 2013) membership in the American Folklore Society has grown overall 10.85%. Significantly, student membership in AFS during the same period has grown 23.37%, more than double the overall membership growth of the society as a whole. With the pioneer generation of applied folklorists now primarily of retirement age, the issue of leadership and succession has become critical within the field. In October 2012, a two-session workshop was held at the American Folklore Society’s annual meeting designed to help public folklorists consider leadership development, succession planning, and transitions to, from and within public folklore practice. With the development of the new doctoral program, WKU is well positioned to provide a new generation of leaders for the field.
In past thirty years, job opportunities in the applied dimensions of the field have far outpaced new academic positions. Public folklore expanded significantly during a period when academic jobs in the humanities and social sciences declined. Many of the pioneer generation of public folklorists entered the field with a Ph.D., despite the fact that their graduate training neither addressed (nor sometimes even acknowledged) the applied dimensions of the discipline. As MA programs, such as WKU’s Folk Studies program, addressed the need for training public folklorists, a growing number of younger public folklorists have only master’s degrees. However, many positions still require a doctorate or more specialized training in some area of applied folklore and a number of mid-career public folklorists have expressed interest in further graduate work at the doctoral level. Alumni of WKU’s Folk Studies MA program strongly support the idea of a doctorate in applied folklore at the university. An alumni survey conducted in July, 2013, asked, “If a doctorate in applied folklore had been an option during your time at WKU, would you have been interested in pursuing such an advanced degree?,” an overwhelming 86.11% of respondents answered “yes.” Asked “If a doctoral program in applied folklore was created now at WKU would you consider applying and returning for such a degree?,” an exact 50% of respondents answered “yes.” In the comments section, of those who indicated that they would have considered a doctorate at WKU, but no longer would, the most common explanation was that they had already enrolled in a doctoral program or had completed a doctorate. As one respondent commented, “I never wanted to leave WKU, but I had no choice at the time. If I wasn’t in the final stages of my dissertation at Penn State, I would return asap.” Another, who answered positively about applying wrote, “My dream has been to get a doctorate from WKU Folk Studies Department.”

Within the American Folklore Society, many believe that the gulf between folklorists employed in the academic realm and in the public sector is deep, despite the fact that most folklorists on both sides receive academically-based folklore training. A new trend in the field, however, is the increasing number of public folklore organizations now affiliated with universities, including programs in Oregon, Missouri, Wyoming, and Indiana. In 2012, the Kentucky Folklife Program, for two decades an interagency program of the Kentucky Historical Society and Kentucky Arts Council, found a new home at Western Kentucky University. The merger of academic and public programs increases the need for doctoral level training in applied folklore, so that applied folklorists may teach the new generation of public folklorists. While the proposed DFP is designed primarily to train folklorists working outside of academic realm, it would also be an ideal degree for those who wish to train other public folklorists.

Understanding the history and diverse dimensions of applied folklore is critical for comprehending the need for a new approach in advanced education in folklore. Academic folklore has existed as an area of intellectual study for almost two centuries. Even since the profession’s earliest years, folklorists have explored the applied dimension of their discipline. However, applied folklore as a distinct area of employment has emerged primarily in the past forty years. The roots of “public folklore” lie in the federal employment of folklorists during the New Deal, as well as the emergence of the modern folk festival in the late 1920s and early 1930s. Three decades later, in the mid-1960s, folk arts were specifically included in the enabling legislation for the authorization of the National Endowments for the Arts and the Humanities. In 1974, the Folk Arts Program was established at the National Endowment for the Arts and, through its leadership, statewide folk arts programs were established across the nation. Folklorists have played leadership roles in both national endowments. During the 1990s, academically-trained folklorists headed both the National Endowment for the Humanities and the National Endowment for the Arts.

Two other national centers of public folklore emerged during the 1970s. In 1977 the Smithsonian Institution created Office of Folklife Programs. With the passage of the American Folklife Preservation Act in 1976, the American Folklife Center was established at the Library of Congress. In the 1980s and 90s the AFC especially worked to align the interests of public folklorists with preservationists and environmentalists under the umbrella term “cultural conservation.” While public folklorists at the state level have often been employed through arts councils, or to a lesser extent, historical societies and state museums, in the past several decades, a growing number of private, non-profit organizations have been formed to serve regional and urban
folklore interests. These include the Western Folklife Center (1985), CityLore (1986), the Vermont Folklife Center (1984), Traditional Arts of Upstate New York (1986) and Philadelphia Folklore Project (1987).

Applied folklore is not, however, limited to public folklore. Folklorists have long demonstrated the usefulness of its discipline to other fields. For example, folklorists are employed at the Penn State College of Medicine and the Brown Medical School. As folklorists took the lead in the study of vernacular forms of architecture, an increasing number of folklorists took jobs in the field of historic preservation. Folklore and Education has emerged has an important sub-field of public folklore, especially with the creation of networks such as Local Learning, the National Network for Folk Arts in Education. American folklorists have also taken an increasingly active role in international efforts to safeguard traditional culture. The World International Property Organization (WIPO) is rapidly moving toward an international agreement for the protection of folklore and traditional cultural expression. The American Folklore Society is an NGO representative to UNESCO’s General Assembly of the States Parties to the Convention for the Safeguarding of the Intangible Cultural Heritage. If the United States ratifies the UNESCO convention, the opportunities for public folklorists in the United States may dramatically multiply.

Although WKU’s current MA program in Folk Studies attracts students both nationally and internationally, interest in the program from within Kentucky has been strong. Recent Kentucky students enrolled in the MA program hold undergraduate degrees from the University of Kentucky, University of Louisville, Centre College, Georgetown College, Lindsey Wilson College, Alice Lloyd College, Campbellsville University, and, of course, Western Kentucky University. In the 2011 member survey conducted by the American Folklore Society, Kentucky ranked among the top ten states in place of residence of members. Graduates of the Folk Studies program who have stayed within the Commonwealth have held positions at the Kentucky Folklife Program, Kentucky Arts Council, Kentucky Oral History Commission, Kentucky Historical Society, Kentucky Heritage Council, Kentucky Commission on Women, Shaker Museum at South Union, International Bluegrass Museum, Adsmore Museum, Kentucky Derby Museum, Louisville Metro Government, and Planning Commission of Nelson County.

Western Kentucky University has long led the profession in the training of applied folklorists. The MA program, established in the early 1970s, developed specialized tracks in both Public Folklore and Historic Preservation by the late 1970s. It remains the only program in the U.S. to have such areas of specialization. As the realm of applied folklore has grown and diversified, the need for training beyond the MA has become imperative. As the long-time leader of training in applied folklore in the discipline, it is logical and appropriate for WKU to develop the first doctoral program in the United States in Applied Folklore.

2.2 Projected enrollment in the proposed major program: 6-12, based on alumni interest, demographic information from the American Folklore Society and support expressed within the discipline. As the first advanced practice doctorate in folklore, the program has considerable ability to grow once a track record is established.

2.3 Relationship of the proposed major program to other programs now offered by the department: The MA in Folk Studies at Western Kentucky University was authorized in 1972 and soon developed individual tracks in both Public Folklore and Historic Preservation by the late 1970s. It remains the only program in the U.S. to have such areas of specialization. As the realm of applied folklore has grown and diversified, the need for training beyond the MA has become imperative. As the long-time leader of training in applied folklore in the discipline, it is logical and appropriate for WKU to develop the first doctoral program in the United States in Applied Folklore.

2.4 Relationship of the proposed major program to other university programs: The proposed doctoral program in Applied Folklore will enhance and extend the existing undergraduate folklore minor and the MA program in Folk Studies. It is expected that they will also serve as feeder programs for the doctoral program. Many mid-career professionals in public
folklore are graduates of WKU’s MA program in Folk Studies and it is expected that a number of our doctoral students will come from our pool of alumni. The Folk Studies Program historically has had strong relationships with the programs in Journalism and in Anthropology and the MA program in Folk Studies often gets applicants with undergraduate degrees from these fields. The new doctoral program expects to continue to work collaboratively with these programs. Depending on the areas of interest and expertise of our incoming students, we also potentially plan to work with several other graduate level programs including, but not restricted to, Public Health, Education, Public Administration, and Social Responsibility and Sustainable Communities.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
The proposed program at Western Kentucky University would be the first advanced practice doctorate in the discipline of folklore in the United States. Other doctorates in folklore (Indiana University, Ohio State, Memorial University, University of Wisconsin) are PhD programs largely oriented to training students for university level teaching. Although some programs have individual courses that address issues in applied folklore, none specifically train students for applied work. WKU’s proposed program will also advance original research in applied folklore. Few doctoral students in folklore currently pursue issues related to applied folklore in their dissertation research. A review of doctoral dissertations accepted by major folklore programs in the past ten years reveal that only 7.04% of these dissertations explicitly addressed issues in applied folklore.

2.6 Relationship of the proposed major program to the university mission and objectives:
The proposed advanced practice doctorate in applied folklore aligns closely with the WKU Mission Statement: “Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.” Applied folklorists work in both local and global arenas to enhance the quality of life of their constituents through stewardship, cultural sustainability, and public service. As a program geared toward mid-career professionals, the DFP will also provide lifelong learning and it will place WKU at the forefront of research on applied folklore. Applied folklore practice is inherently about social responsibility and the aim of the DFP is to create a new generation of leaders in the field.

Specifically the proposed program meets WKU’s Challenging the Spirit Action Plan, 2012-2013 to 2017-2018, Strategic Goal 1, Foster Academic Excellence: Extend the Engaged Learning and Global Dimensions of the WKU Academic Experience; Reinforce WKU as a Destination of Choice for Students, Staff and Faculty. “OBJECTIVE 1.4 PROMOTE RESEARCH, CREATIVE AND SCHOLARLY ACTIVITY BY FACULTY AND STUDENTS; strategy: Explore development of new professional degree programs, including Doctorate of Professional Studies (DPS) programs.” The DFP will add a new advanced practice doctorate to WKU’s programs and will promote scholarship in the area of applied folklore.

The proposed program also aligns with the Kentucky Council on Postsecondary Education’s 2011-2015 Strategic Agenda, Stronger By Degrees, especially under policy objective, “Research, Economic and Community Development.” As this strategic agenda states, “Kentucky’s postsecondary institutions will continue to advance social, artistic, cultural, and environmental progress through regional stewardship and embrace the value of the liberal arts. Postsecondary faculty and staff will educate future professionals, entrepreneurs, and citizens and upgrade the skills of current employees. An educated workforce and high quality of life will attract more educated people to the state, which in turn will lure prospective employers.” The Doctorate of Folklore Practice will be especially geared to address Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach. Applied folklorists work directly in the areas of
3. Objectives of the proposed major program:
The objectives of the Doctor of Professional Studies, Folklore Practice Program are as follows:

- Provide training in a critical area of growth in the discipline of folklore
- Prepare students for productive work in institutional settings related to applied folklore
- Enhance career opportunities for mid-career professionals through the enhancement of existing skills
- Encourage understanding of relationship between research and practice in the discipline of folklore
- Foster original research on dimensions of applied folklore
- Enhance collaborations between folklorists and other professionals in related applied work
- Support ethical and empathetic engagement with diverse communities and other constituencies

Learning outcomes:

Through engaging in original research on the applied dimensions of folklore and putting theory to practice in diverse work settings related to applied folklore, students completing the Doctor of Professional Studies, Folklore Practice will:

- Demonstrate leadership skills in applied folklore that prepares them to take leadership roles in the arena of applied folklore
- Apply critical understanding of the foundational concepts, history, and methodology of the discipline of folklore at the doctoral level
- Build effective collaborative relationships with communities based on mutual respect and the ethical standards of the profession (as outlined in the American Folklore Society’s statement of ethics)
- Make demonstrable contributions to applied folklore through research which is project-based or examines best practices in the field.

4. Program description:

4.1 Curriculum:

The program of study is as follows:

<table>
<thead>
<tr>
<th>Required doctoral core (18 hours):</th>
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<tbody>
<tr>
<td>FLK 772  Folklore and Public Practice*</td>
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<tr>
<td>FLK 765 Leadership Seminar in Applied Folklore*</td>
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<tr>
<td>FLK 778 Advanced Fieldwork and Research Methods*</td>
</tr>
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<td>FLK 775 Activism and Politics in Applied Folklore*</td>
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<tr>
<td>FLK 760 Public Policy and Cultural Heritage*</td>
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<td>FLK 785 Topics in Applied Folklore*</td>
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<tr>
<th>Practicum (6 hours)</th>
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<tr>
<td>FLK 789 Practicum in Applied Folklore*</td>
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| Dissertation (9 hours) |
FLK 799  Dissertation Research*

Electives (30 hours)

Selection of electives is based on an evaluation of the candidate’s academic and professional background, as well as their professional objectives and will be chosen with advisor’s approval. Students entering the doctoral program without an MA in Folk Studies must complete the MA core: FLK 569, 577, and 578, and three of the following: FLK 561, 571, 575, or 576 (or their equivalent from another institution).

Students entering doctoral program without an MA in folklore must pass a written preliminary exam after completing the MA core.

All doctoral students must pass an oral qualifying exam before admission to candidacy.

*new courses

4.2 Accreditation, certification, approval, and/or licensure: n/a
4.3 Program delivery: Although the proposed doctorate will not be a 100% distance learning program, it is designed to accommodate working professionals. Courses in the doctoral core will be hybrid, combining face-to-face interaction with web-based learning and either video or audio-conferencing. Practica may be scheduled at a variety of worksites. As with our existing graduate curriculum, additional courses will be face-to-base scheduled as once a week afternoon or evening seminars to accommodate commuters and those with full-time employment.

5. Resources:
5.1 Faculty: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.
5.2 Technological and electronic informational resources (e.g., databases, e-journals): current technological and electronic information resources are adequate.
5.3 Facilities and equipment: Current facilities and equipment are adequate.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee 9/5/2013

Contact with Office of Academic Affairs re: CPE Posting 7/2/2013

Graduate Council

University Senate
1. **Identification of proposed course:**
   1.1 Course prefix (subject area) and number: ICSR 530
   1.2 Course title: Social Justice & Social Policy
   1.3 Abbreviated course title: Social Justice & Social Policy
   1.4 Credit hours: 3  Variable credit: No
   1.5 Grade type: standard letter grading
   1.6 Prerequisites/corequisites: Acceptance into the MA in Social Responsibility & Sustainable Communities, or permission of the instructor.
   1.7 Course catalog listing: A study of the convergences and discontinuities between social justice and social policy using critical interdisciplinary theories.

2. **Rationale:**
   2.1 **Reason for developing the proposed course:** This course serves as a core course in the M.A. in Social Responsibility & Sustainable Communities (SRSC). It provides students with a way to examine the convergences and discontinuities between social justice principles and movements and social policy. It is interdisciplinary in scope, engaging political theory, social theory, citizenship, activism, critical legal theory, and social policy. The course enables students to consider the ways social policy reaches well beyond social services to questions of social/public health, redistribution, vulnerability, protection, and social justice. ICSR 530 will provide students with an opportunity to explore tensions between “welfare” and “wellbeing,” thus addressing one of the SRSC program objectives: “analyze the power relationships that historically surround social justice and how these may be changed or augmented to increase social equality and equity.” ICSR 530 will replace ECON 530 as a required core course; this is due in part to the needs of the faculty member’s department (Economics).

   2.2 **Projected enrollment in the proposed course:** Based on current enrollment in the SRSC, the projected enrollment is 15.

   2.3 **Relationship of the proposed course to courses now offered by the department:** The course is one of six courses that function as core courses in the Master’s in Social Responsibility & Sustainable Communities. None of the other courses in the core curriculum focus on the intersections of policy and social justice, making this a clear necessity for a well-rounded curriculum.

   2.4 **Relationship of the proposed course to courses offered in other departments:** Social Work has a graduate course SWRK 530 Foundations in Social Welfare Policy (3 credits). This course is limited to MSW students unless special permission is obtained. It is focused on social welfare and policy with the intent of preparing professionals in the field of social work.

   Political Science has a graduate course PS 545 Seminar in Public Policy Analysis (3 credits). This is a core required course for the MPA program and therefore constructed through the disciplinary lens of Political Science to focus on national and international policies and their relation to politics.

   ICSR 530 will have a broader approach to social policy than either of the above courses, putting it in the context of social justice. It is expressly designed to meet the needs of student in the SRSC
Master’s program. This course provides a unique opportunity for them to use critical interdisciplinary theories to analyze the relationship between policy and social justice.

2.5 Relationship of the proposed course to courses offered in other institutions:
Other institutions offer courses in social policy or public policy. Very few offer courses that examine the linkages between social policy and social justice. A review of offerings at our benchmark institutions reveals these similar courses:

- Ohio University MPA 5530 - Ethics and Public Policy
  Examines the role that values play in the design and implementation of public policy. The course begins with a brief introduction to some of the most influential traditions in ethics: deontology, utilitarianism, virtue theory and care ethics.

- Ohio University POLS 5758 - Race and Public Policy in Comparative Perspective
  Seeks to conceptualize, explore and explain the complex relationships between race and the creation, implementation and evaluation of public policy.

- Towson University WMST 611 - Women, Public Policy and Social Change
  How public policy affects the experiences of women and men, and groups to which they belong. Includes study components of public policy-making, case studies of gender-related public policy, and methods of instituting change.

- University of Southern Mississippi SWK 606 - Social Justice and Social Policy
  Examines the effects of social welfare policy, discrimination, and economic injustice and explores opportunities for advocacy and outgroup empowerment.

3. Discussion of proposed course:
3.1 Schedule Type: S
3.2 Learning Outcomes:
By the end of the course, students will be able to
- Analyze the ways that social policy and social justice interrelate;
- Critique social/public policy programs and processes by mobilizing tools of interdisciplinary critical analysis;
- Integrate theory and criticism in ways that illuminate questions that can move policy toward social transformation;
- Understand the complex, multiple, and intersecting impacts of social policy;
- Understand some of the methods used by social justice movements to influence social policy, and be able to analyze their contextual effectiveness;
- Develop their own positions and arguments, through research projects and discussion and reflection.

3.3 Content outline:
I. What is social policy?
   A. Traditional understandings
   B. Contemporary critical understandings

II. Social Justice & Social Policy: Discontinuities
   Including one or more of the following:
   A. Case Studies
   B. In-depth analysis of one policy area
   C. Analysis of one constituency/social group across policy areas

III. Social Justice & Social Policy: Continuities
   Including one or more of the following:
   A. Case Studies
   B. In-depth analysis of one policy area
C. Analysis of one constituency/social group across policy areas

3.4 **Student expectations and requirements:**
- Students will demonstrate their understanding of the positions and arguments of representative authors, in take-home and/or proctored exams.
- Students will respond regularly and with appropriate analytical depth in class discussions.
- Students will complete one or more research papers in which they demonstrate a mastery of the material and in which they apply their theoretical knowledge to real world problems.

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


Additional materials include films, videos, literature, music, podcasts, and art, as available on the internet.

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

5. **Budget implications:**
   5.1 Proposed method of staffing: Current WKU graduate faculty. A new faculty member in Diversity & Community Studies has been hired to teach in this area.
   5.2 Special equipment needed: None.
   5.3 Expendable materials needed: None.
   5.4 Laboratory materials needed: None.

6. **Proposed term for implementation:** Spring 2014

7. **Dates of prior committee approvals:**
   - Department of Diversity & Community Studies  September 17, 2013
   - University College Graduate Curriculum Committee  September 26, 2013
Graduate Council

University Senate

Attachment: Library Resources Form, Course Inventory Form
Proposal Date: September 17, 2013

University College
Department of Diversity & Community Studies
Proposal to Revise A Program
(Action Item)

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, x5787

1. Identification of program:
   1.1 Current program reference number: 0448
   1.2 Current program title: MA Social Responsibility & Sustainable Communities
   1.3 Credit hours: 33

2. Identification of the proposed program changes:
   • Replace ECON 530 with ICSR 530

3. Detailed program description*:

*The following is provided as a model for presenting program revision information.

<table>
<thead>
<tr>
<th>Current Program</th>
<th>Proposed Program</th>
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<tbody>
<tr>
<td>The Master of Arts in Social Responsibility &amp; Sustainable Communities is an interdisciplinary program of study that provides students with the tools to lead communities toward social justice and sustainability. It is designed especially for students inclined toward the humanities, social sciences, and related fields. Students take a core set of courses that provide interdisciplinary grounding in social justice and sustainability, economic and policy issues, leadership issues, community-building, and community-based research. Students may focus their elective courses on environmental sustainability, women’s &amp; gender studies, intergenerational studies, or other issues—depending on their interests, on availability of courses, and in consultation with their advisor. Students in the MA in Social Responsibility &amp; Sustainable Communities will cultivate the skills and knowledge necessary to be economic, political, and social change agents for more just and sustainable communities.</td>
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<tr>
<td>ICSR</td>
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<td>Perspectives on Social Justice</td>
<td>3</td>
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<tr>
<td>ICSR</td>
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<td>ICSR</td>
<td>530</td>
<td>Social Policy</td>
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<tr>
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<tr>
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4. **Rationale for the proposed program change:** ECON 530 was initially designed to fulfill a need in the program; however, after working with two cohorts we feel the appropriate course should focus on social policy and not only economic, though economic factors will remain relevant. A second reason is that the department has hired a new faculty member, one of whose specialties is social policy. Moving the required course to within-load for a departmental faculty member will ensure the course can be offered. ECON 530 can no longer be offered by the initial course proposer due to its being an ongoing overload.

5. **Proposed term for implementation and special provisions (if applicable):** Spring 2014.

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

   - Department of Diversity & Community Studies: September 17, 2013
   - University College Graduate Curriculum Committee: September 26, 2013
   - Graduate Council: ____________________
   - University Senate: ____________________