



**Minutes—December 13, 2012
2:00 pm, Academic Affairs Conference RM 239**

Members Present: Mark Revels, Kirk Atkinson, Cynthia Houston, Lance Hahn, Aaron Wichman, Thanh Nguyen, Martin Stone, Mark Doggett, Shilo Felton, Eric Reed (for Beth Plummer), Jane Fife, Beverly Siegrist, Eve Main, Catherine Martin, Kelly Madole (Interim Dean)

Members Absent: Stacy Wade, Rachel Martin, Kristen Ruga, Robyn Swanson, Jessica Paulson, Kathleen Abramson, Alexandria Manglaris, Jane Olmsted

Guests Present: Colette Chelf (Secretary), Sylvia Gaiko, Danita Kelley, Janet Applin, Cathleen Webb, Jim Berger, Janet Tassell, Nielsen, Julia Roberts, Retta Poe, Darlene Shearer

- I. Consideration of November 8, 2012 minutes
 - *Stone/Doggett - motion to approve; passed

*Atkinson discussion that the graduate faculty application has Dean Graduate Studies signature/approval line and Graduate Dean will begin signing and reviewing the applications as intended.

- II. New Business

- A. College of Education and Behavioral Sciences

Action *Stone/Doggett, motion to approve; Passed.	Create a New Course GTE 539, Assessment and Identification of Gifted and Talented Children Contact: Janet Tassell, janet.tassell@wku.edu , 5-5306
Action *Stone/Doggett, motion to approve; Passed.	Create a New Course GTE 540, Developing Creativity and Leadership in Gifted Youth Contact: Nielsen Pereira, nielsen.pereira@wku.edu , 5-4140
Action *Stone/Doggett, motion to approve; Passed.	Create a New Course GTE 636, Issues in Gifted Education and Talent Development Contact: Janet Tassell, janet.tassell@wku.edu , 5-5306
Action *Wichman/Main, motion to approve; Passed.	Create a New Course GTE 637, Seminar in Gifted Education and Talent Development Contact: Nielsen Pereira, nielsen.pereira@wku.edu , 5-4140
Action *Wichman/ Doggett motion to approve; Discussion: other programs in the MAT track had been told that could not substitute courses but GTE 537 was substituted here; reported that EPSB had approved the substituted course for certification; Amendment (E. Main) to	Create a New Major Program Gifted Education and Talent Development Contact: Julia Roberts, julia.roberts@wku.edu , 5-6323

<p>address the deviation from alignment with the teacher leader language under section 2.4;</p> <p>Amendment (Hahn) to change “GAP scores” to “GRE scores” under 1.6 section entitled “Graduate of a Kentucky Higher Education Institute other than WKU”;</p> <p>Discussion: why are admission requirements different for WKU graduates than all others; explained that WKU graduates have already submitted the material requested of outside applicants and that all teacher leader admission requirements are the same; questioned that this was an open door policy for WKU graduates;</p> <p>Amendment (Stone) to add the minimum GRE scores of 139;</p> <p>Amendment (Doggett) to add minimum score information for applicants who took the GRE prior to 2011;</p> <p>Discussion: who will lift the hold for students who do not have a current teaching certificate and plan to submit one at a future date; determined that GSR staff will follow the catalog procedure for all submissions;</p> <p>Passed (13 Yes - 1 No).</p>	
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B. College of Health and Human Services

<p>Action *Siegrist/Hahn motion to approve;</p>	<p>Revise a Program Ref.#152, Master of Public Health Contact: Darlene L. Shearer, darlene.shearer@wku.edu, 270-745-5868</p>
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<p>Amendment (Siegrist) to change admission language to include the three generations of GRE scores;</p> <p>Passed.</p>	
<p>Action *Siegrist/Stone motion to approve;</p> <p>Discussion: questioned no admission requirements or prerequisite program for application;</p> <p>Passed.</p>	<p>Create a New Certificate Program Advanced Worksite Health Promotion Contact: Dr. Cecilia Watkins, cecilia.watkins@wku.edu, 270-745-4796 Dr. Gary English, gary.english@wku.edu, 270-745-2678</p>

C. Ogden College of Science and Engineering

<p>Action *Doggett/Stone motion for approval;</p> <p>Amendment (Nguyen) to change abbreviated course title to “Communicating Mathematics”;</p> <p>Discussion: question to omit “Communicating” from title; course needed that information because it is only for math students;</p> <p>Passed.</p>	<p>Create a New Course MATH 598, Graduate Seminar: Communicating Mathematics and Technical Writing Contact: Claus Ernst, claus.ernst@wku.edu, x56224</p>
<p>Action *Hahn/Main motion to approve;</p> <p>Amendment (Wichman) to change admission language to include GRE scores prior to 2011;</p> <p>Discussion: why WKU students had different admission requirements than other students;</p> <p>Discussion: praised the required higher GRE scores for the program;</p> <p>Passed.</p>	<p>Revise Program Ref. #085, Master of Science in Mathematics Contact: Claus Ernst, claus.ernst@wku.edu, x56224</p>

D. Potter College of Arts and Letters

<p>Action *Doggett/Hahn motion to approve; Passed.</p> <p>Requested library resources be provided.</p>	<p>Create a New Course HIST 611 Seminar in Urban History Contact: Eric Reed, eric.reed@wku.edu, 5-5732</p>
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E. University College

<p>Action *Tabled motion to approve at November 8, 2012 meeting due to no library resources provided; Passed.</p>	<p>Create a New Course GERO 590 Independent Study Contact: Dana Bradley, dana.bradley@wku.edu, 5-2356</p>
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III. Other Business

- A. Report from Graduate Student Research Grant Committee
*Standing motion; Passed.
- B. Report from Graduate Faculty Committee
*Hahn/Wichman motion to approve; Passed.
- C. Report from the Rules Committee

<p>Action (*Second Reading)</p> <p>Amendment (Wichman) to answer #5 “N/A” or Not Applicable;</p> <p>Discussion: recognized interim Dean, Kelly Madole for researching and authoring this policy;</p> <p>Passed.</p>	<p>Change a Policy Allow graduate coursework to be applied to both undergraduate and graduate degrees Contact: Martin Stone, martin.stone@wku.edu, 5-5963</p>
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D. Report from Graduate Dean

<p>Consent *Hahn/Wichman motion to approve; Passed.</p>	<p>Revise a Course Grading System Change all 599, 699, 799 courses to Pass/Fail grading system Contact: Kelly Madole, kelly.madole@wku.edu, 5-2446</p>
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IV. Adjournment

Information Item

MEMO TO: Curriculum Committees
FROM: Retta E. Poe, Assistant to the Dean, CEBS
DATE: 11/14/12
SUBJECT: Title and code change for Reading and Writing endorsement for the MAE in Literacy Education, Ref. #044

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

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

New: KRE Reading P-12

CEBS Curriculum Committee	<u>12-04-2012</u>
Professional Education Council	<u>12-12-2012</u>
Graduate Council	_____
University Senate	_____

6/05/2012

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Catalog Course Listing
(Consent item)**

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

1. Identification of course

1.1 Course prefix and number: PSY 563

1.2 Course title: Statistics and Psychometric Theory

1.3 Credit hours: 3

2. Current catalog course listing:

Required of all graduate students in psychology. Introduction to psychometric theory. Emphasis on statistical techniques, construction and psychological measurement instruments.

3. Proposed catalog course listing:

Introduction to psychometric theory. Emphasis on statistical techniques, construction and psychological measurement instruments.

4. Rationale for the revision:

This course is no longer a requirement for all psychology graduate students.

5. Proposed term for implementation: Fall, 2013

6. Dates of prior committee approvals:

Department of Psychology	<u>September 7, 2012</u>
CEBS Curriculum Committee	<u>December 4, 2012</u>
Graduate Council	_____
University Senate	_____

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

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

1. Identification of program:

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

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

3. Detailed program description:

Modified text is shown in **bold**.

Current Program	Proposed Program
<p>Master of Arts in Psychology, Ref. # 092</p> <p>This program prepares students to pursue careers in clinical, business, or government settings, and/or to enter a doctoral program. Three concentrations are offered: clinical, industrial/organizational, and psychological science.</p> <p>Admission Requirements</p> <p>Applicants should have a statistics and experimental methodology course; background in psychology; a minimum score of 850 on the Graduate Record Examination (GRE) General Test (verbal and quantitative combined), for applicants tested prior to August 1, 2011, or for applicants tested after August 1, 2011, the concordant General Test score established by Educational Testing Service; a minimum GPA of 2.75 with 3.0 in psychology courses. Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate Studies application form. An interview may be required. Applicants to the clinical psychology concentration must also submit an affidavit affirming that they have never been convicted or charged with a felony crime. Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work. Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.</p> <p>Degree Requirements—36-48 total hours</p>	<p>Master of Arts in Psychology, Ref. # 092</p> <p>This program prepares students to pursue careers in clinical, business, or government settings, and/or to enter a doctoral program. Three concentrations are offered: clinical, industrial/organizational, and psychological science.</p> <p>Admission Requirements</p> <p>Applicants should have a statistics and experimental methodology course; background in psychology; minimum scores of 146 Verbal and 141 Quantitative on the Graduate Record Examination (GRE) General Test; and; a minimum GPA of 2.75 with 3.0 in psychology courses (No specific GAP score is required). Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate Studies application form. An interview may be required. Applicants to the clinical psychology concentration must also submit an affidavit affirming that they have never been convicted or charged with a felony crime. Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work. Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.</p> <p>Degree Requirements—36-48 total hours</p>

The program comprises 18-21 hours of core courses plus specific program content that varies by concentration. **The clinical concentration has both a thesis (Plan A) and non-thesis (Plan B) option. Both the industrial and organizational concentration and the psychological science concentration require a thesis. Theses should be based upon original research conducted under the direction of a Department graduate faculty member.** A comprehensive examination is required at the time of thesis defense or upon completion of course work. The research tool is required in all concentrations. No concentration may have more than 9 hours of 400G-level courses.

Required Core—18-21 hours

Methods and Statistics—6 hours

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

Scientific Writing—3-6 hours

PSY 590 Readings of Research in Psychology (3 hrs, clinical Plan B only), OR
 PSY 599 Thesis Research (6 hrs)

Science of Behavior—3 hours

PSY 511 Psychology of Learning (3 hrs), OR
 PSY 521 Advanced Child Psychology (3 hrs), OR
 PSY 523 Advanced Topics in Cognition (3 hrs),
 OR
 PSY 552 Advanced Social Psychology (3 hrs), OR
 PSY 480 Advanced Physiological Psychology (3 hrs)

Ethics (3 hours)

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

Practicum or Internship (3 hours)

PSY 592 Psychology Internship (3 hrs), OR
 PSY 662 Practicum in Psychology (3 hrs)

Clinical Psychology, Concentration Code MACL—48 hours

This concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The concentration offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepares students to pursue further education at the doctoral level. Clinical concentration graduates have the credentials necessary to pursue licensure in the state of

The program comprises 18-21 hours of core courses plus specific program content that varies by concentration. **A thesis, based upon original research conducted under the direction of a Department graduate faculty member, is required.** A comprehensive examination is required at the time of thesis defense. A research tool is required in all concentrations. No concentration may have more than 9 hours of 400G-level courses.

Required Core—18-21 hours

Methods and Statistics—6 hours

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

Scientific Writing—6 hours

PSY 599 Thesis Research (6 hrs)

Science of Behavior—3 hours

PSY 511 Psychology of Learning (3 hrs), OR
 PSY 521 Advanced Child Psychology (3 hrs), OR
 PSY 523 Advanced Topics in Cognition (3 hrs),
 OR
 PSY 552 Advanced Social Psychology (3 hrs), OR
 PSY 480 Advanced Physiological Psychology (3 hrs)

Ethics (3 hours)

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

Practicum or Internship (3 hours)

PSY 592 Psychology Internship (3 hrs), OR
 PSY 662 Practicum in Psychology (3 hrs)

Clinical Psychology, Concentration Code MACL—48 hours

This concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The concentration offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepares students to pursue further education at the doctoral level. Clinical concentration graduates have the credentials necessary to pursue licensure in the state of

<p>Kentucky. Practicum and internship (9 hours) are required. Plan A requires a thesis; Plan B requires 3 elective hours in lieu of the thesis and selected with the advice of the graduate student’s advisor. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant’s expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence (PSY 560, 640, 641, and 660), or practicum and internship (PSY 562, 592, and 662).</p> <p>Specific Concentration Requirements (Plan A) – 48 hours</p> <p>Methods and Statistics—6 hours PSY 504 Advanced Research Methods in Psychology (3 hrs) PSY 563 Statistics and Psychometric Theory (3 hrs)</p> <p>Science of Behavior – 9 hours PSY 511 Psychology of Learning (3 hrs), OR PSY 523 Advanced Topics in Cognition (3 hrs), AND PSY 552 Advanced Social Psychology (3 hrs), AND PSY 580 Advanced Physiological Psychology (3 hrs)</p> <p>Scientific Writing – 6 hours PSY 599 Thesis Research and Writing (6 hrs)</p> <p>Ethics – 3 hours PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</p> <p>Practicum and Internship – 9 hours PSY 662 Practicum in Psychology (3 hrs) PSY 562 Practicum in Psychological Assessment (3 hrs) PSY 592 Psychology Internship (3 hrs)</p> <p>Clinical Courses – 15 hours PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs) PSY 640 Psychopathology (3 hrs) PSY 641 Theories of Psychotherapy (3 hrs) PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs) PSY 520 Individual Differences (3 hrs)</p> <p>Specific Concentration requirements – Plan B The course requirements for Plan B are the same as those for Plan A except that 3 hours of PSY 590 Readings of Research in Psychology are substituted for PSY 599, and 3 elective hours, selected with the advice of the graduate student’s advisor, must be completed. The elective hours may be taken outside the Department of Psychology.</p>	<p>Kentucky. Practicum and internship (9 hours) are required. A thesis is required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant’s expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence (PSY 560, 640, 641, and 660), or practicum and internship (PSY 562, 592, and 662).</p> <p>Specific Concentration Requirements – 48 hours</p> <p>Methods and Statistics—6 hours PSY 504 Advanced Research Methods in Psychology (3 hrs) PSY 563 Statistics and Psychometric Theory (3 hrs)</p> <p>Science of Behavior – 9 hours PSY 511 Psychology of Learning (3 hrs), OR PSY 523 Advanced Topics in Cognition (3 hrs), AND PSY 552 Advanced Social Psychology (3 hrs), AND PSY 580 Advanced Physiological Psychology (3 hrs)</p> <p>Scientific Writing – 6 hours PSY 599 Thesis Research and Writing (6 hrs)</p> <p>Ethics – 3 hours PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</p> <p>Practicum and Internship – 9 hours PSY 662 Practicum in Psychology (3 hrs) PSY 562 Practicum in Psychological Assessment (3 hrs) PSY 592 Psychology Internship (3 hrs)</p> <p>Clinical Courses – 15 hours PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs) PSY 640 Psychopathology (3 hrs) PSY 641 Theories of Psychotherapy (3 hrs) PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs) PSY 520 Individual Differences (3 hrs)</p>
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<p>Industrial-Organizational Psychology, Concentration Code MAIN—45 hours</p> <p>This concentration focuses on behavior in business, industry, consulting, and government organizations. Students develop proficiencies in the construction and validation of personnel selection systems, job analysis, employee compensation, criterion development, leadership, motivation theory, equal employment opportunity law, and training in business and industry. A thesis is required. Grades lower than B may not be used to satisfy requirements for courses in the industrial/organizational training sequence (PSY 570, 571, 572, 670, and 673).</p> <p>Specific Concentration Requirements—45 hours</p> <p>Research Methods and Statistics – 12 hours PSY 504 Advance Research Methods in Psychology (3 hrs) PSY 512 Seminar in Experimental Design (3 hrs) PSY 513 Advanced Statistical Analysis (3 hrs) PSY 563 Statistics and Psychometric Theory (3 hrs)</p> <p>Science of Behavior – 3 hours PSY 552 Advance Social Psychology (3 hrs)</p> <p>Scientific Writing – 6 hours PSY 599 Thesis Research and Writing (6 hrs)</p> <p>Ethics – 3 hours PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</p> <p>Practicum and Internship – 6 hours PSY 592 Psychology Internship* (6 hrs)</p> <p>Industrial/Organizational Courses – 15 hours PSY 570 Job Analysis and Compensation (3 hrs) PSY 571 Personnel Psychology (3 hrs) PSY 572 Organizational Psychology (3 hrs) PSY 670 Equal Employment Opportunity, the Law, and Ethical Considerations (3 hrs) PSY 673 Advanced Training in Business and Industry (3 hrs)</p> <p>* A four-to-six months internship in personnel psychology is encouraged (6 hours); 6 advisor-approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.</p> <p>Psychological Science, Concentration Code MAPS – 36 Hours</p>	<p>Industrial-Organizational Psychology, Concentration Code MAIN—45 hours</p> <p>This concentration focuses on behavior in business, industry, consulting, and government organizations. Students develop proficiencies in the construction and validation of personnel selection systems, job analysis, employee compensation, criterion development, leadership, motivation theory, equal employment opportunity law, and training in business and industry. A thesis is required. Grades lower than B may not be used to satisfy requirements for courses in the industrial/organizational training sequence (PSY 570, 571, 572, 670, and 673).</p> <p>Specific Concentration Requirements—45 hours</p> <p>Research Methods and Statistics – 12 hours PSY 504 Advance Research Methods in Psychology (3 hrs) PSY 512 Seminar in Experimental Design (3 hrs) PSY 513 Advanced Statistical Analysis (3 hrs) PSY 563 Statistics and Psychometric Theory (3 hrs)</p> <p>Science of Behavior – 3 hours PSY 552 Advance Social Psychology (3 hrs)</p> <p>Scientific Writing – 6 hours PSY 599 Thesis Research and Writing (6 hrs)</p> <p>Ethics – 3 hours PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</p> <p>Practicum and Internship – 6 hours PSY 592 Psychology Internship* (6 hrs)</p> <p>Industrial/Organizational Courses – 15 hours PSY 570 Job Analysis and Compensation (3 hrs) PSY 571 Personnel Psychology (3 hrs) PSY 572 Organizational Psychology (3 hrs) PSY 670 Equal Employment Opportunity, the Law, and Ethical Considerations (3 hrs) PSY 673 Advanced Training in Business and Industry (3 hrs)</p> <p>* A four-to-six months internship in personnel psychology is encouraged (6 hours); 6 advisor-approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.</p> <p>Psychological Science, Concentration Code MAPS – 36 Hours</p>
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<p>This concentration utilizes a research-mentorship approach to prepare students to be competitive applicants for admission into a Ph.D. program and/or for positions where strong research and methodological skills are needed. Students may choose from one of three focus areas allowing specialization in cognitive, developmental, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular interest.</p> <p>Specific Concentration Requirements – 36 hours</p> <p>Research Methods and Statistics – 12 hours PSY 504 Advance Research Methods in Psychology (3 hrs) PSY 512 Seminar in Experimental Design (3 hrs) PSY 513 Advanced Statistical Analysis (3 hrs) PSY 563 Statistics and Psychometric Theory (3 hrs)</p> <p>Scientific Writing – 6 hours PSY 599 Thesis Research and Writing (3 hrs)</p> <p>Science of Behavior – 3 hours PSY 511 Psychology of Learning(3 hrs) , OR PSY 521 Advanced Child Psychology (3 hrs), OR PSY 523 Advanced Topics in Cognition (3 hrs), OR PSY 552 Advanced Social Psychology (3 hrs), OR PSY 480 Advanced Physiological Psychology (3 hrs)</p> <p>Ethics – 3 hours PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</p> <p>Practicum – 3 hours PSY 662 Practicum in Psychology (3 hrs)</p> <p>Cognitive Focus Area – 9 hours PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs), AND PSY 523 Advanced Topics in Cognition (3 hrs), AND PSY 412G Motivation (3 hrs), OR PSY 552 Advanced Social Psychology(3 hrs) , OR PSY 580 Advanced Physiological Psychology (3 hrs)</p> <p>Developmental Focus Area – 9 hours (only one 400G course permitted) PSY 521 Advanced Child Psychology (3 hrs), OR PSY 424G Topics in Developmental Psychology (3</p>	<p>This concentration utilizes a research-mentorship approach to prepare students to be competitive applicants for admission into a Ph.D. program and/or for positions where strong research and methodological skills are needed. Students may choose from one of three focus areas allowing specialization in cognitive, developmental, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular interest. Grades lower than B may not be used to satisfy requirements in the Research methods and Statistics Core (PSY 504, 512, 513, & 563) PSY 541, and PSY 662.</p> <p>Specific Concentration Requirements – 36 hours</p> <p>Research Methods and Statistics – 12 hours PSY 504 Advance Research Methods in Psychology (3 hrs) PSY 512 Seminar in Experimental Design (3 hrs) PSY 513 Advanced Statistical Analysis (3 hrs) PSY 563 Statistics and Psychometric Theory (3 hrs)</p> <p>Scientific Writing – 6 hours PSY 599 Thesis Research and Writing (3 hrs)</p> <p>Science of Behavior – 3 hours PSY 511 Psychology of Learning(3 hrs) , OR PSY 521 Advanced Child Psychology (3 hrs), OR PSY 523 Advanced Topics in Cognition (3 hrs), OR PSY 552 Advanced Social Psychology (3 hrs), OR PSY 480 Advanced Physiological Psychology (3 hrs)</p> <p>Ethics – 3 hours PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</p> <p>Practicum – 3 hours PSY 662 Practicum in Psychology (3 hrs)</p> <p>Cognitive Focus Area – 9 hours PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs), AND PSY 523 Advanced Topics in Cognition (3 hrs), AND PSY 412G Motivation (3 hrs), OR PSY 552 Advanced Social Psychology(3 hrs) , OR PSY 580 Advanced Physiological Psychology (3 hrs)</p> <p>Developmental Focus Area – 9 hours (only one 400G course permitted) PSY 521 Advanced Child Psychology (3 hrs), OR PSY 424G Topics in Developmental Psychology (3</p>
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hrs), OR PSY 423G Psychology of Adult Life and Aging (3 hrs), AND PSY 523 Advanced Topics in Cognition (3 hrs), OR PSY 552 Advanced Social Psychology (3 hrs), OR PSY 540 Behavioral Problems of Childhood and Adolescence (3 hrs), OR PSY 545 Child Clinical Psychology: Theory and Practice (3 hrs)	hrs), OR PSY 423G Psychology of Adult Life and Aging (3 hrs), AND PSY 523 Advanced Topics in Cognition (3 hrs), OR PSY 552 Advanced Social Psychology (3 hrs), OR PSY 540 Behavioral Problems of Childhood and Adolescence (3 hrs), OR PSY 545 Child Clinical Psychology: Theory and Practice (3 hrs)
Biobehavioral Focus Area – 9 hours (Only 1 400G course permitted) PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs) , AND PSY 580 Advanced Physiological Psychology (3 hrs), AND PSY 411G Sensation and Perception (3 hrs), OR PSY 483G Evolutionary Psychology (3 hrs), OR PSY 511 Psychology of Learning (3 hrs)	Biobehavioral Focus Area – 9 hours (Only 1 400G course permitted) PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs) , AND PSY 580 Advanced Physiological Psychology (3 hrs), AND PSY 411G Sensation and Perception (3 hrs), OR PSY 483G Evolutionary Psychology (3 hrs), OR PSY 511 Psychology of Learning (3 hrs)

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

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

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

Department of Psychology	<u>September 7, 2012</u>
CEBS Curriculum Committee	<u>December 4, 2012</u>
Graduate Council	_____
University Senate	_____

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

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

1. Identification of program:

- 1.1 Current program reference number: 147
- 1.2 Current program title: Specialist in Education: School Psychology
- 1.3 Credit hours: 67

2. Identification of the proposed program changes:

Revise program admission policy with respect to GRE/GAP scores.

3. Detailed program description:

Current admission policy	Proposed admission policy
<p>Admission Requirements Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology; a minimum score of 850 or equivalent* on the Graduate Record Examination General Test (Verbal + Quantitative); and a minimum undergraduate GPA of 3.0. Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant's expense.</p> <p>*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS Teacher Admissions webpage. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.</p>	<p>Admission Requirements Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology; a minimum score of 142 or equivalent* on both the Verbal and Quantitative scales on the Graduate Record Examination General Test; a minimum GRE Writing score of 3.5, and a minimum undergraduate GPA of 3.0 (no specific GAP score is required). Applicants should send three letters of recommendation, a psychology department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check, TB test, and physical exam will be required of successful applicants during the first semester of graduate study at the applicant's expense.</p> <p>*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS Teacher Admissions webpage. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.</p>

- 4. Rationale for the proposed program change:** Proposed changes reflect the changes to the GRE that were effective August 2011. The minimum scores of 142 on both the Verbal and Quantitative portions of the GRE are consistent with the Office of Graduate Studies' policy for applicants to Specialist programs. The minimum GRE Writing score of 3.5 is slightly lower than the recommended 4.0. However, as indicated in the Graduate Studies policy, the school psychology program is the only specialist program at WKU that does not require applicants to have a Masters degree. Practically all of our students only have the

Bachelors degree upon entry into our program. Requiring a 4.0 Writing score would be requiring our applicants with Bachelors degrees to meet the same standard as applicants with Masters degrees to other programs. Furthermore, data from the graduate students that we accepted and who enrolled in our program from 2005-2011 indicates 8 of the 56 students (14%) had a 3.5 Writing score. Those 8 students had a mean Verbal GRE score of 147 and a mean Quantitative GRE score of 144 (after converting to the new GRE scores), indicating qualified applicants based on the other parts of the GRE. All 8 students are or have been successful graduate students and school psychologists upon graduating from the program. Changing the Writing score to 4.0 would be overly restrictive for our program and would appear to eliminate 14% of otherwise worthy candidates from entrance into the school psychology program.

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

6. Dates of prior committee approvals:

Department of Psychology:	<u>September 7, 2012</u>
CEBS Curriculum Committee	<u>December 4, 2012</u>
Professional Education Council	<u>December 12, 2012</u>
Graduate Council	_____
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.

3. Detailed program description:

Current admission policy	Proposed admission policy
<p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</p> <ol style="list-style-type: none"> 1. Transcripts of all undergraduate and graduate course work 2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization 3. Completed application 4. Current (within 1 year of application deadline) resume or vita 5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program 6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program 7. GRE scores (Note: Official scores are required. GRE scores must include the Analytical Writing portion or the applicant must complete a writing sample.) <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p>	<p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate’s application file, which must include:</p> <ol style="list-style-type: none"> 1. Transcripts of all undergraduate and graduate course work 2. Documentation of a master’s degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization 3. Completed application 4. Current (within 1 year of application deadline) resume or vita 5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program 6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant’s potential for success in a doctoral program 7. Official GRE scores that meet the minimum GRE and GAP* scores 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 <p>International students are encouraged to apply and must submit the following additional documents for</p>

<ol style="list-style-type: none"> 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 	<p>admission consideration:</p> <ol style="list-style-type: none"> 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 <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p>
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4. Rationale for the proposed program change:

Proposed changes reflect the changes to the GRE that were implemented effective August 2011.

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

6. Dates of prior committee approvals:

EDD Leadership Council	<u>09/13/2012</u>
Educational Administration, Leadership, & Research	<u>09/25/2012</u>
CEBS Curriculum Committee	<u>10/30/2012</u>
Professional Education Council	<u>12/12/2012</u>
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
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: 131
- 1.2 Current program title: Instructional Leader, School Principal, All Grades Endorsement
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

- Revise admission requirements
- Revise prerequisites
- Modify Level I core courses
- Modify Level II coursework

3. Detailed program description:

Current	Proposed
<p>Admission Requirements</p> <ol style="list-style-type: none"> 1. Has submitted an application to Graduate Studies and Research (Form A), including a copy of current and valid teaching certificate. 2. Has a master’s degree from an accredited institution; 3. Has a 3.0 GPA or above on all graduate work; 4. Has submitted a department admission packet and been recommended for admission by the Educational Administration, Leadership, & Research Admission Committee. <p><i>Specific details regarding admission requirements will be found on the department’s Website, in the Graduate Catalog, and in the department’s admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School Principal, All Grades.</i></p> <p>Requirements</p> <p>A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master’s degree program, which would qualify for Rank II salary classification. Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development.</p> <p><i>Prerequisites</i> A master’s degree</p> <p><i>Level I required courses—27 hours</i></p>	<p>Admission Requirements</p> <ol style="list-style-type: none"> 1. A master's degree; 2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160; 3. A GPA of 3.0 or higher on all graduate work; 4. Complete a program admission packet requiring: <ol style="list-style-type: none"> (a) Letters of reference (b) Professional portfolio (c) Prerequisite course assessments (d) School district agreement of support; 5. Be recommended based on an interview with district practitioners and department faculty. <p><i>Prerequisites—12 hours</i> EDAD 588 Allocation and Use of Resources EDAD 677 Legal Issues for Professional Educators EDAD 683 Leading Teaching and Learning EDAD 684 Instructional Leadership</p> <p><i>Level I Coursework—18 hours</i> 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</p> <p><i>Level II Coursework—12 hours</i> EDAD 694 Seminar in Education Administration (6</p>

EDAD 585 Fundamentals of School Administration EDAD 588 School Business Management EDAD 594 Seminar Leadership: Auxiliary Programs EDAD 597 Problems in Educational Administration & Supervision EDAD 677 School Law EDAD 682 School Community Relations EDAD 683 Seminar in Curriculum Development EDAD 684 Instructional Leadership EDAD 690 Principalship <i>Level II required courses—9 hours</i> EDAD 590 Administration of School Personnel EDAD 694 Seminar in Educational Administration EDAD 696 Advance Organizational Theory	hours) Advisor-approved electives (6 hours)
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4. Rationale for the proposed program change:

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

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

6. Dates of prior committee approvals:

Educational Administration, Leadership, & Research	<u>9-25-2012</u>
CEBS Curriculum Committee	<u>10-30-2012</u>
Professional Education Council	<u>12-12-2012</u>
Graduate Council (for information)	_____
University Senate (for information)	_____

**College of Health and Human Services
Department of Communication Disorders
Proposal to Revise Course Catalog Listing
(Consent Item)**

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

1. Identification of course:

- 1.4 Course prefix and number: CD 506
- 1.5 Course title: Dysfluency
- 1.6 Credit hours: 3

2. Current course catalog listing: Literature review of cluttering and stuttering with emphasis on assessment and clinical management of fluency disorders in children and adults.

3. Proposed course catalog listing: Literature review of stuttering **and other fluency disorders** with emphasis on assessment and clinical management of fluency disorders in children and adults.

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

5. Proposed term for implementation: Fall 2013

6. Dates of prior committee approvals:

Communication Disorders Department	<u>8/22/12</u>
CHHS Graduate Curriculum Committee	<u>11/19/2012</u>
Professional Education Council	<u>12/12/12</u>
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

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

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

1. Identification of program:

- 1.1 Current program reference number: 114
- 1.2 Current program title: Master of Science: Communication Disorders
- 1.3 Credit hours: 49

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

3. Detailed program description:

Old Program	New Program
Applicants to the master’s degree program in Communication Disorders must meet the following minimum requirements: <ul style="list-style-type: none"> 1. GRE Verbal score of 350 2. GRE Writing score of 3.5 3. Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.) 	Applicants to the master’s degree program in Communication Disorders must meet the following minimum requirements: <ul style="list-style-type: none"> 1. GRE Verbal score of 143. Students testing before Aug. 1, 2011 need a GRE Verbal score of 350. 2. GRE Writing score of 3.5 3. Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.)

4. Rationale for the proposed program change:

New graduate catalog listing should match new GRE scoring system.

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

6. Dates of prior committee approvals:

Communication Disorders Department: 10-19-12

CHHS Graduate Curriculum Committee 11/19/2012

Professional Education Council 12/12/12

Graduate Council _____

University Senate _____

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

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

1. Identification of program:

- 1.1 Current program reference number: 0451
- 1.2 Current program title: Dietetic Practice Graduate Certificate
- 1.3 Credit hours: 12

2. Identification of the proposed program changes:

The current graduate catalog (2012-2013) lists the admission criteria for the Certificate with the old GRE scoring system.

3. Detailed program description:

Current Admission Criteria	New Admission Criteria
<p>Applicants must meet the following requirements for entrance into the Dietetic Internship/Graduate Certificate:</p> <ul style="list-style-type: none"> • Completed a Baccalaureate degree. • Earned an overall GPA of 3.0 on a 4.0 scale. • Scored at least 800 (greater than 900 is preferred) on the Graduate Record Examination (GRE) for applicants testing prior to August 1, 2011; for those applicants testing after August 1, 2011, concordant General Test scores established by the Educational Testing Service will be used. • Completed a Didactic Program in Dietetics (DPD) prior to the start date of the internship. • Submitted a signed Declaration of Intent to Complete Degree or Verification Statement. Once accepted into the program, all interns must submit signed Verification Statements prior to the start date. • Submitted online application through the national centralized application system. More information regarding the application process will be available here. • Submitted an application for admission to WKU Graduate Studies with appropriate fee (after being accepted into the Dietetic Internship). 	<p>Applicants must meet the following requirements for entrance into the Dietetic Internship/Graduate Certificate:</p> <ul style="list-style-type: none"> • Completed a Baccalaureate degree. • Earned an overall GPA of 3.0 on a 4.0 scale. • Scored a minimum on the Graduate Record Examination of 142 on Quantitative and 144 on Verbal. A minimum of 800 (greater than 900 is preferred) on the GRE if exam was taken before August 1, 2011. All scores must be within 5 years of the time of application. • Completed a Didactic Program in Dietetics (DPD) prior to the start date of the internship. • Submitted a signed Declaration of Intent to Complete Degree or Verification Statement. Once accepted into the program, all interns must submit signed Verification Statements prior to the start date. • Submitted online application through the national centralized application system. More information regarding the application process will be available here. • Submitted an application for admission to WKU Graduate Studies with appropriate fee (after being accepted into the Dietetic Internship).

4. Rationale for the proposed program change:

The new graduate catalog listing should have the admission criteria for the Certificate based on the new GRE scoring system.

5. Proposed term for implementation: Fall 2013

6. Dates of prior committee approvals:

Family & Consumer Sciences Department: 11/16/2012

CHHS Graduate Curriculum Committee: 12/10/12

Graduate Council _____

University Senate _____

Proposal Date: October 18, 2012

**Ogden College of Science and Engineering
Department of Mathematics
Proposal to Revise Course Title
(Consent Item)**

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

- 1. Identification of course:**
 - 1.7 Current course prefix (subject area) and number: MATH 511
 - 1.8 Current course title: Secondary Mathematics from an Advanced Perspective I
 - 1.9 Credit hours: 3
- 2. Proposed course title:** Algebra from an Advanced Perspective
- 3. Proposed abbreviated course title:** Algebra Advanced Perspective
(max. of 30 characters including spaces)
- 4. Rationale for the revision of course title:** The new title more clearly identifies the content of the course.
- 5. Proposed term for implementation:** Spring 2013
- 6. Dates of prior committee approvals:**

Department of Mathematics	<u>10/26/12</u>
OCSE Graduate Committee	<u>11/16/12</u>
Professional Education Council	<u>12/12/12</u>
Graduate Council	<u> </u>
University Senate	<u> </u>

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Mathematics
Proposal to Revise Course Title
(Consent Item)**

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: MATH 512
 - 1.2 Current course title: Secondary Mathematics from an Advanced Perspective II
 - 1.3 Credit hours: 3
- 2. Proposed course title:** Geometry from an Advanced Perspective
- 3. Proposed abbreviated course title:** Geometry Advanced Perspective
(max. of 30 characters including spaces)
- 4. Rationale for the revision of course title:** The new title more clearly identifies the content of the course.
- 5. Proposed term for implementation:** Spring 2013
- 6. Dates of prior committee approvals:**

Department of Mathematics	<u>10/26/12</u>
OCSE Graduate Committee	<u>11/16/12</u>
Professional Education Council	<u>12/12/12</u>
Graduate Council	<u> </u>
University Senate	<u> </u>

Attachment: Course Inventory Form

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

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

1. Identification of proposed course:

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

2. Rationale:

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

The proposed course will prepare students for careers in the transportation sector, specifically pavement design and highway construction. It provides direct support to the WKU Mission statement to "produce nationally and globally competitive graduates," the Engineering Department mission statement to "produce, as its graduates, competent engineering practitioners," and the Civil Engineering Program mission statement to "prepare students for professional engineering and management positions in all phases of civil engineering projects."
- 2.2 Projected enrollment in the proposed course:
The projected enrollment for CE 426G is approximately five to eight students. This does not include the number of undergraduate students that will enroll in CE 426. These two classes will meet at the same time and location to maximize efficiency.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course is proposed to be the "G course" to CE 426 Advance Construction Materials, which is currently offered by the civil engineering program once every other year. Students in CE 426G will be expected to complete additional problems and an extra project, which will be evaluated on a more rigorous basis. This course compliments the current offerings and entices students to consider graduate school.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The Department of Engineering is the only department that will offer such a course.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Many civil engineering departments in the United States offer such a course at the graduate level, including: University of Kentucky (CE 534 Pavement Design, Construction and Management), University of Louisville (CEE 665 Pavement Design), and University of Tennessee at Knoxville (CE 621 Pavement Design) to name a few.

3. Discussion of proposed course:

3.1 Course objectives:

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

3.2 Content outline:

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

3.3 Student expectations and requirements:

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

3.4 Tentative texts and course materials:

- *Pavement Design and Materials*, A. T. Papaqiannakis, E. A. Masad, Wiley Inc., ISBN-13: 978-0471214618, 2008.
- *Highway Materials, Soils, and Concretes*, 4th edition, Harold Atkins, Prentice Hall, ISBN-13: 9780130993045, 2002.

4. Resources:

4.1 Library resources:

See Library Resources form.

4.2 Computer resources:

The Department of Engineering has adequate computer facilities available for students.

5. Budget implications:

5.1 Proposed method of staffing:

No budget implications since CE 426G and CE 426 will be taught concurrently by the same faculty member.

5.2 Special equipment needed:

None.

5.3 Expendable materials needed:

None.

5.4 Laboratory materials needed:

None.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Engineering _____ 11/13/2012

Ogden Graduate Curriculum Committee _____ 12/14/2012

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

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

1. Identification of proposed course:

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

2. Rationale:

- 2.1 Reason for developing the proposed course:
Recently, CE 440 Masonry Design and Construction was created as a technical elective course for students pursuing a baccalaureate degree in civil engineering. This G course is being proposed for undergraduates who choose to take an extra course beyond the requirements of their baccalaureate degree and would like to transfer the course to another institution for graduate level credit consideration. Graduate students from other departments such as the Physics and Astronomy Department, which offers the master's degree in homeland security, may want to take this course. In addition, local practicing engineers and professionals may want to take this course for graduate level credit. This may benefit them by fulfilling continuing education requirements for professional licensure as engineers in the state of Kentucky and/or by potentially counting towards a graduate degree.

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

- 2.2 Projected enrollment in the proposed course:
The projected enrollment for CE 440G is approximately five to eight students. This does not include the number of undergraduate students that will enroll in CE 440. These two classes will meet at the same time and location to maximize efficiency.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course is proposed to be the "G course" to CE 440 Masonry Design and Construction, which is currently offered by the civil engineering program once every other year. Students in CE 440G will be expected to complete additional problems and an extra project, which will be graded on a more rigorous basis. This course compliments the current offerings and entices students to consider graduate school.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The Department of Engineering is the only department that will offer such a course.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

Many civil engineering departments in the United States offer such a course at the graduate level, including: University of Kentucky (CE 584 Timber and Masonry Structures), University of Louisville (CEE 590 Masonry Design), and University of Tennessee at Knoxville (CE 576 Masonry Design) to name a few.

3. Discussion of proposed course:

3.1 Course objectives:

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

3.2 Content outline:

- Properties of masonry
- Design basics
- Construction basics
- Masonry beams
- Masonry columns
- Masonry walls
- Connections and detailing

3.3 Student expectations and requirements:

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

3.4 Tentative texts and course materials:

- Building Code Requirements for Masonry Structures and Specification for Masonry for Masonry Structures and Commentaries, Masonry Standards Joint Committee, American Concrete Institute, American Society of Civil Engineers, The Masonry Society, Boulder, Colorado, 2011.
- *Building Code Requirements for Masonry Structures*, ACI 530/ASCE 5/TMS 402, American Concrete Institute, 2011, ISBN: 1-929081-13-8.
- *Amrhein, Reinforced Masonry Engineering Handbook*, Masonry Institute of America and CRS Press, 2000, ISBN: 0-8493-7551-7.
- *Taly, Design of Reinforced Masonry Structures*, McGraw Hill, 2010, ISBN: 978-0-07-147555-6.
- *Klingner, Masonry Structural Design*, McGraw Hill, 2010, ISBN: 978-0-07-163830-2.

4. Resources:

4.1 Library resources:

See Library Resources form.

4.2 Computer resources:

The Department of Engineering has adequate computer facilities available for students.

5. Budget implications:

5.1 Proposed method of staffing:

No budget implications since CE 440G and CE 440 will be taught concurrently by the same faculty member.

5.2 Special equipment needed:

None.

5.3 Expendable materials needed:

None.

5.4 Laboratory materials needed:

See CE 441G Masonry Construction Lab.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Engineering	<u>11/13/2012</u>
Ogden Graduate Curriculum Committee	<u>12/14/2012</u>
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

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

1. Identification of proposed course:

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

2. Rationale:

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

The proposed lab will prepare students for masonry design and construction, which is a common structural system used in civil engineering practice in the United States. It provides direct support to the WKU Mission statement to "produce nationally and globally competitive graduates," the Engineering Department mission statement to "produce, as its graduates, competent engineering practitioners," and the Civil Engineering Program mission statement to "prepare students for professional engineering and management positions in all phases of civil engineering projects."
- 2.2 Projected enrollment in the proposed course:
The projected enrollment for CE 441G is approximately five to eight students based upon expected enrollment in CE 440G. This does not include the number of undergraduate students that will enroll in CE 441. These two labs will meet at the same time and location to maximize efficiency.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This lab is proposed to be the "G lab" to CE 441 Masonry Construction Lab, which is currently offered by the civil engineering program once every other year. Students in CE 441G will be expected to complete additional problems and an extra lab, which will be evaluated on a more rigorous basis. This lab compliments the current offerings and entices students to consider graduate school.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The Department of Engineering is the only department that will offer such a lab.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Most civil engineering departments in the United States do not offer a laboratory component such as being proposed. The faculty of the Civil Engineering Program believe that our students need to

be more than proficient in the pencil and paper of design, testing, and inspection of masonry structures; they need hands-on practice in the testing and inspection of masonry as a structural material in order to be knowledgeable professionals and/or proficient practicing engineers.

3. Discussion of proposed course:

3.1 Course objectives:

Develop within the student a basic understanding of the testing, construction, and inspection of masonry structures and their components. Develop technical and hands-on competence in performing standard tests for masonry block and clay brick.

3.2 Content outline:

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

3.3 Student expectations and requirements:

Students will be expected to demonstrate proficiency through writing laboratory reports and/or a project.

3.4 Tentative texts and course materials:

- Building Code Requirements for Masonry Structures and Specification for Masonry for Masonry Structures and Commentaries, Masonry Standards Joint Committee, American Concrete Institute, American Society of Civil Engineers, The Masonry Society, Boulder, Colorado, 2011.
- *Building Code Requirements for Masonry Structures*, ACI 530/ASCE 5/TMS 402, American Concrete Institute, 2011, ISBN: 1-929081-13-8.
- *Taly, Design of Reinforced Masonry Structures*, McGraw Hill, 2010, ISBN: 978-0-07-147555-6.
- *Klingner, Masonry Structural Design*, McGraw Hill, 2010, ISBN: 978-0-07-163830-2.

4. Resources:

4.1 Library resources:

See Library Resources form.

4.2 Computer resources:

The Department of Engineering has adequate computer facilities available for students.

5. Budget implications:

5.1 Proposed method of staffing:

No budget implications since CE 441G and CE 441 will be taught concurrently by the same faculty member.

5.2 Special equipment needed:

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

5.3 Expendable materials needed:

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

5.4 Laboratory materials needed:

Small quantities of grout, masonry blocks, cement, and bricks will be needed. However, these materials will already be needed for CE 441.

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

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

Department of Engineering _____ 11/13/12 _____

Ogden Graduate Curriculum Committee _____ 12/14/12 _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CE 444G
- 1.2 Course title: Bridge Engineering
- 1.3 Abbreviated course title: Bridge Engineering
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: CE 384 or 482 or 483, or permission of instructor
- 1.7 Course catalog listing:

A practice-based introduction to bridge engineering, exploring the design, behavior, maintenance and rehabilitation of bridges. Bridge loads, reinforced and prestressed concrete slab and T-beam bridges, steel beam bridges, composite beam bridges, bridge evaluations and ratings, and upgrade methodologies are covered based on AASHTO code requirements using the LRFD design methodology. Abutments, piers, joints, bearings, and connections are also included. Nontechnical topics such as public perception of the nation's infrastructure with respect to bridges will be discussed.

2. Rationale:

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

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

- 2.2 Projected enrollment in the proposed course:
The projected enrollment for CE 444G is approximately five to eight students. This does not include the number of undergraduate students that will enroll in CE 444. These two classes will meet at the same time and location to maximize efficiency.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course is proposed to be the "G course" to CE 444 Bridge Engineering, which is currently offered by the civil engineering program once every other year. Students in CE 444G will be expected to complete additional problems and an extra project, which will be evaluated on a more rigorous basis. This course compliments the current offerings and entices students to consider graduate school.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The Department of Engineering is the only department that will offer such a course.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

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

3. Discussion of proposed course:

3.1 Course objectives:

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

3.2 Content outline:

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

3.3 Student expectations and requirements:

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

3.4 Tentative texts and course materials:

- Design of Highway Bridges: An LRFD Approach, 2nd ed., Richard M. Barker and Jay A. Puckett, John Wiley & Sons, Inc., ISBN 0471697583, 2007.
- Bridge Engineering: Design Rehabilitation, and Maintenance of Modern Highway Bridges, (2nd edition), Demetrios E. Tonias, PE, and Jim J. Zhao, PE, McGraw Hill Companies, Inc., ISBN-13: 978-0071459037, 2006.

4. Resources:

4.1 Library resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing:
No budget implications since CE 444G and CE 444 will be taught concurrently by the same faculty member.
5.2 Special equipment needed:
None.
5.3 Expendable materials needed:
None.
5.4 Laboratory materials needed:
None.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Engineering	<u>11/13/12</u>
Ogden Graduate Curriculum Committee	<u>12/14/12</u>
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

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

1. Identification of proposed course:

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

2. Rationale:

- 2.1 Reason for developing the proposed course:
CE 462 Hydraulic Engineering Systems was created as a technical elective course for students pursuing a baccalaureate degree in civil engineering. This G course is being proposed for undergraduates who choose to take an extra course beyond the requirements of their baccalaureate degree and would like to transfer the course to another institution for graduate level credit consideration. Graduate students from other departments such as the Physics and Astronomy Department, which offers the master's degree in homeland security, may want to take this course. In addition, local practicing engineers and professionals may want to take this course for graduate level credit. This may benefit them by fulfilling continuing education requirements for professional licensure as engineers in the state of Kentucky and/or by potentially counting towards a graduate degree.

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

- 2.2 Projected enrollment in the proposed course:
The projected enrollment for CE 462G is approximately five to eight students. This does not include the number of undergraduate students that will enroll in CE 462. These two classes will meet at the same time and location to maximize efficiency.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course is proposed to be the "G course" to CE 462 Hydraulic Engineering Systems, which is currently offered by the civil engineering program once every other year or so. Students in CE 462G will be expected to complete additional problems and an extra project, which will be evaluated on a more rigorous basis. This course compliments the current offerings and entices students to consider graduate school.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The Department of Engineering is the only department that will offer such a course.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Many civil engineering departments in the United States offer such a course at the graduate level, including: University of Kentucky (CE 549 Engineering Hydraulics), University of Louisville (CEE 570 Applied Hydraulics), and The Ohio State University (CIVILEN 722 Open Channel Hydraulics) to name a few.

3. Discussion of proposed course:

3.1 Course objectives:

- Calculate forces in static and moving floods
- Analyze and design simple pipe systems
- Analyze and design simple pump systems
- Analyze uniform and gradually varied flow

3.2 Content outline:

- Hydrostatics
- Forces in fluids
- Pipe flow and fluid friction
- Pumps and system design
- Uniform flow and Manning's equation
- Gradually varied flow solutions using the standard step method and Runge Kutta method
- Introduction to hydraulic engineering center river analysis system (HEC-RAS)

3.3 Student expectations and requirements:

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

3.4 Tentative texts and course materials:

- *Fundamentals of Hydraulic Engineering Systems*, 4th edition, Robert J. Houghtalen, Ned H. C. Hwang, and A. Osman Akan, Prentice Hall, ISBN-13: 978-0-13-601638-0, 2011.
- *Civil Engineering Hydraulics*, Martin Marriott, Wiley-Blackwell, ISBN-13: 978-1405161954, 2009.

4. Resources:

4.1 Library resources:

See Library Resources form.

4.2 Computer resources:

The Department of Engineering has adequate computer facilities available for students.

5. Budget implications:

5.1 Proposed method of staffing:

No budget implications since CE 444G and CE 444 will be taught concurrently by the same faculty member.

5.2 Special equipment needed:

None.

5.3 Expendable materials needed:

None.

5.4 Laboratory materials needed:

None.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Engineering: _____ 11/13/12

Ogden Graduate Curriculum Committee _____ 12/14/12

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: November 12, 2012

**Ogden College of Science and Engineering
Department of Physics and Astronomy
Proposal to Revise a Program
(Action Item)**

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

1. Identification of program:

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

2. Identification of the proposed program changes:

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

3. Detailed program description

Current Program	Proposed Program (changes are indicated in boldface)																																																																																																																														
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The student majoring in homeland security science must complete, in addition to this core and a thesis, a minimum of 6 semester hours of selected graduate division courses. The selection is determined by the student's specialized area of study, subject to approval by the student's departmental advisor.	The student majoring in homeland security science must complete, in addition to this core and a thesis, a minimum of 13 semester hours of selected graduate division courses. The selection is determined by the student's specialized area of study, subject to approval by the student's departmental advisor.																																																																																																																														
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4. Rationale for the proposed program change:

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

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

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

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

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

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

Fall 2013

6. Dates of prior committee approvals:

Department of Physics and Astronomy:	<u>November 20, 2012</u>
OCSE Graduate Curriculum Committee	<u>December 14, 2012</u>
Graduate Council	_____
University Senate	_____

Attachment: Program Inventory Form

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

Contact Person: Hope Marchionda, hope.marchionda@wku.edu, 745-2961

1. Identification of program:

- 1.8 Current program reference number: 049
- 1.9 Current program title: Master of Arts in Mathematics
- 1.10 Credit hours: 30-34

2. Identification of the proposed program changes:

- A change of the admission requirements for the program using the new GRE scoring system and the new system adopted for the GAP score.
- Streamlining admission requirements so that candidates do not have to wade through requirements for mathematics and secondary education.
- Revised the list of core mathematics courses.

3. Detailed program description:

Old Program	New Program
<p>This program is intended for students who are secondary teachers in Kentucky who already hold teacher certification and are seeking rank change through attainment of a Master’s degree, This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>Admission Requirements: Either (1) a bachelor’s degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor’s degree in mathematics may be admitted with at most one deficiency in the undergraduate courses listed above. Applicants must have a 2.75 GPA in all required undergraduate mathematics courses or a GAP score of 3000.</p> <p>Mathematics --18 hours The following courses are required: <i>Core Mathematics Courses:</i> MATH 501 Introduction to Probability and Statistics I MATH 503 Introduction to Analysis MATH 423G Geometry II or MATH 523 Topics from Geometry MATH 514 Applications and Modeling for Teachers</p> <p><i>Elective Mathematics Courses (6 hours required):</i> MATH 405G, 406G, 409G, 415G, 417G, 421G, 423G,</p>	<p>This program is intended for students who are secondary teachers in Kentucky who already hold teacher certification and are seeking rank change through attainment of a Master’s degree, This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>Admission Requirements: Either (1) a bachelor’s degree in mathematics or (2) completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus, (b) linear algebra, (c) discrete mathematics, (d) probability or calculus-based statistics, (e) abstract algebra, and (f) geometry. Applicants without a bachelor’s degree in mathematics may be admitted with at most one deficiency in the undergraduate courses listed above. Applicants must have one of the following: (a) A GAP score of 600. (GAP = GRE score (verbal+ quantitative only) + 100* GPA) (b) A GRE score of at least 300 Note that for the above two options WKU requires a minimum score of 139 for both the verbal and the quantitative parts on the GRE. (c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.</p> <p>Applicants must also have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy</p>

431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 510, **511, 512**, 517, 523, 529, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

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

Secondary Education (12-16 hours)

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools.

Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

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

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

Secondary Education Admission Requirements (Criteria vary, depending on the student's undergraduate institution and GPA):

1. WKU Graduate: Admission

No qualifying GAP score will be required for graduates of the WKU B.A. in Mathematics program, as long as they have or are eligible for a teaching certificate for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.**

2. Graduate of a Kentucky Higher Education Institute other than WKU:

Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP score and must have or be eligible**

of the certificate or statement of eligibility must be submitted with the application.

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

Mathematics --18 hours

The following courses are required:

Core Mathematics Courses:

MATH 501 Introduction to Probability and Statistics I

MATH 503 Introduction to Analysis

MATH 511 Algebra from an Advanced Perspective

MATH 512 Geometry from an Advanced Perspective

Elective Mathematics Courses (6 hours required):

MATH 405G, 406G, 409G, 415G, 417G, 421G, 423G, 431G, 432G, 435G, 439G, 450G, 470G, 475G, 500, 504, 509, 510, **514**, 517, 523, 529, 531, 532, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.

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

Secondary Education (12-16 hours)

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools.

Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

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

During the first course in the program, TCHL 500 *Foundations of Teacher Leadership*, students will complete an assessment process that will be used in

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

3. Graduate of an Out-of-State Institution of Higher Education

Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP score and must have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.**

***Kentucky teachers whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.**

****Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA) and a GRE Analytical Writing score of 3.5 or higher**

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

Courses denoted with an asterisk below are required.

Secondary Education

Students must complete a total of at least 12 hours in education course work, including the following:

Professional Education Core—9-16 hours

*TCHL 500 – Foundations of Teacher Leadership (3

determining which TCHL core courses they must take (see *Important Note* below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

Courses denoted with an asterisk below are required.

Secondary Education

Students must complete a total of at least 12 hours in education course work, including the following:

Professional Education Core—9-16 hours

*TCHL 500 – Foundations of Teacher Leadership (3 hours)

*TCHL 530 – Curriculum Development (3 hours)

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II: Standardized Testing (1 hour)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)

*TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)

Education Electives—0-3 hours

Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 *Principles of Action Research for Teacher Leaders* is strongly recommended.

Secondary Education Mid-Point Assessment

<p>hours) *TCHL 530 – Curriculum Development (3 hours) TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour) TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour) TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour) TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour) TCHL 554 – Student Assessment II: Standardized Testing (1 hour) TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours) *TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</p> <p><i>Education Electives—0-3 hours</i> Students who successfully complete the proficiency examinations for TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558 may substitute another education course with advisor approval. TCHL 520 <i>Principles of Action Research for Teacher Leaders</i> is strongly recommended.</p> <p>Secondary Education Mid-Point Assessment Requirements: To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p>Secondary Education Completion Requirements: 1. Successfully complete TCHL 560 (Course grade of C or higher). 2. Give acceptable presentation of action research in approved venue. 3. Achieve a minimum 3.0 GPA overall and in secondary education course work.</p> <p>Total program hours for the MA in Mathematics is 30-34 hours.</p>	<p>Requirements: To ensure that all master’s candidates are proficient on Advanced Level Kentucky Teacher Standards, all <i>Critical Performances</i> associated with the above TCHL courses must be completed, <i>even if a candidate’s program of studies does not include the courses</i>. Except for TCHL 560, which should be taken toward the end of their program, candidates may only complete 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p>Secondary Education Completion Requirements: 1. Successfully complete TCHL 560 (Course grade of C or higher). 2. Give acceptable presentation of action research in approved venue. 3. Achieve a minimum 3.0 GPA overall and in secondary education course work.</p> <p>Total program hours for the MA in Mathematics is 30-34 hours.</p>
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4. Rationale for the proposed program change:

One change of the admission requirements for the program is needed because of the new GRE scoring system and the new system adopted for the GAP score by WKU. In addition, changes were made to the mathematics admission requirements so that the secondary teaching admission requirements could be deleted. This was done to make the process more understandable for applicants. The last proposed change is aligning the core mathematics courses with the content secondary teachers are most likely to teach so that they can gain the depth of knowledge that they need to be effective at preparing high school students for college.

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

Spring 2013

6. Dates of prior committee approvals:

Mathematics Department:	<u>10/26/12</u>
OCSE Graduate Committee	<u>11/16/12</u>
Professional Education Council	<u>12/12/12</u>
Graduate Curriculum Committee	_____
University Senate	_____

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

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

1. Identification of program:

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

2. Identification of the proposed program changes:

Proposed changes include revision of program title, courses associated with program core and updated admission requirements.

Proposed Program Changes

General / Structural Changes

- Title change from MA Leadership Dynamics to MA Leadership Studies
- Change in admission requirements

Specific Curriculum Changes

- Course alternatives added to the core:
 - PS 520 added as an option
 - LEAD 575 added as an option
- Course alternatives added to list of electives:
 - GERO 501 added as an elective
 - GERO 503 added as an elective
 - GWS 625 added as an elective

3. Detailed program description:

Current Requirements of the MLD	Proposed Requirements for MLS
Core of required courses – 18 hours	Core of required courses – 18 hours
COMM 531: Global Leadership Communication	<ul style="list-style-type: none"> • COMM 531: Global Leadership Communication <li style="text-align: center;">OR <li style="text-align: center;">PS 520: Elements of Public Administration <li style="text-align: center;">OR <li style="text-align: center;">LEAD 575: Special Topics in Leadership
ECON 501: Survey of Economic Theory	<ul style="list-style-type: none"> • ECON 501: Survey of Economic Theory
EDFN500: Research Methods OR SOCL513: Methods of Social Research	<ul style="list-style-type: none"> • EDFN500: Research Methods <li style="text-align: center;">OR • SOCL513: Methods of Social Research
LEAD500: Effective Leadership Studies	<ul style="list-style-type: none"> • LEAD500: Effective Leadership Studies
LEAD525: Leadership Ethics	<ul style="list-style-type: none"> • LEAD525: Leadership Ethics
LEAD597: Capstone in Leadership Studies	<ul style="list-style-type: none"> • LEAD597: Capstone in Leadership Studies
	Other courses may be utilized, on an individual basis, with prior approval of advisor.

Current Requirements of the MLD	Proposed Requirements of the MLS
<u>General Electives (12 hours)</u>	<u>General Electives (12 hours)</u>
<p>ADED611: Adult Development and Learning AMS520: Resource Management or AMS671 Quality Management</p> <p>BA505: Survey of Accounting Principles BA592: Special Topics In Business CNS555: Social and Cultural Diversity CNS585: Leadership and Administration in Student Affairs COMM561: Multinational Business Communication COMM565: Communication and Conflict COMM587: Mediation and Negotiation in Intercultural Settings GEOG525: Seminar in Political Geography HCA540: Health Care Organization and Administration LEAD575: Special Topics in Leadership PS520: Elements of Public Administration PS538: Ethics and Bureaucracy PS541: Public Personnel Administration</p> <p>Other electives may be utilized, on an individual basis, with prior approval of advisor</p>	<p>ADED611: Adult Development and Learning AMS520: Resource Management AMS671 Quality Management BA505: Survey of Accounting Principles BA592: Special Topics In Business CNS555: Social and Cultural Diversity CNS585: Leadership and Administration in Student Affairs COMM561: Multinational Business Communication COMM565: Communication and Conflict COMM587: Mediation and Negotiation in Intercultural Settings GEOG525: Seminar in Political Geography HCA540: Health Care Organization and Administration LEAD575: Special Topics in Leadership PS520: Elements of Public Administration PS538: Ethics and Bureaucracy PS541: Public Personnel Administration GERO 501: Interdisciplinary Perspectives on Aging GERO 503: Policy Foundations of Aging Services GWS 625: Women and Leadership</p> <p>Other electives may be utilized, on an individual basis, with prior approval of advisor</p>

Current Admission Requirements	Proposed Admission Requirements
<p>Students seeking admission to the MA in Leadership Dynamics have two options:</p> <ol style="list-style-type: none"> 1. Submit GRE scores and meet GAP requirements, or 2. Submit GMAT scores of at least 400 and an overall undergraduate grade point average of 2.75 / 4.0 	<p>Students seeking admission to the MA in Leadership Dynamics have several options:</p> <ol style="list-style-type: none"> 1. Submit GRE scores and meet GAP requirements 2. Submit GMAT scores of last 400 and an overall undergraduate grade point average of 2.75 / 4.0 3. Seek alternative admission through successful completion of 12 hours of class work associated with completion of Leadership Certificate (GRE or GMAT required if within three years of completing undergraduate degree) 4. GRE requirement waived for students more than three years out from undergraduate degree – admission based on documentation of completion of bachelor’s degree from an

	<p>accredited institution with cumulative overall undergraduate GPA of 2.75 AND 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate) along with</p> <p>a. Letter of intent</p> <p>b. Three (3) letters of reference</p>
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4. Rationale for the proposed program change:

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

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

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

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

Effective Implementation: Fall semester, 2013

6. Dates of prior committee approvals:

School of Leadership Studies	August 1, 2012
UC Graduate Curriculum Cmte	December 15, 2012
Graduate Council	_____
University Senate	_____

**University College
Master of Arts in Leadership Dynamics (MLD)
Proposal to Revise A Program
(Action Item)**

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

1. Identification of program:

- 1.1 Current program reference number: 0422
- 1.2 Current program title: Master of Arts in Leadership Dynamics
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

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

3. Detailed program description:

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

4. Rationale for the proposed program change:

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

Exposure to a semester of graduate level courses taught in English should enhance language skills of the student candidate and serve as an adequate indicator of subsequent success in the MLD program. The PMP therefore serves as an assessment of student performance, and a student will be guaranteed admission to the MLD program upon successful completion of the PMP.

The MLD Program requests that admissions requirements for NAVITAS students be listed in a separate section in the Graduate Catalog to distinguish between regular requirements and those for NAVITAS students. The NAVITAS option does not appear on the departmental website or in the Graduate Catalog.

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

6. Dates of prior committee approvals:

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

Attachment: Program Inventory Form

**Graduate Studies and Research
Proposal to Revise Course Grading System
(Consent Item)**

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

1. Identification of course:

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

2. Current course grading system: A-F

3. Proposed course grading system: Pass/Fail

4. Rationale for revision of course grading system:

A review of a subset of our benchmark institutions failed to find any other institution that provided standard grades for thesis, specialist project, or dissertation hours.

5. Proposed term for implementation: Summer 2013

6. Dates of prior committee approvals:

Graduate Council _____

University Senate _____

Attachment: Course Inventory Forms