

## **GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE**

DATE: December 2014

FROM: The Graduate School

The Graduate Council submits the following items from the **December 11, 2014** meeting for consideration.

### **Consent Items:**

- I.      Revise Course Prerequisites/Corequisites  
         MATH 512 Geometry from an Advanced Perspective

### **Action Items:**

- I.      Revise a Course  
         RSA 544 Championship Events Practicum  
         SLP 550 Consultation in Communication Sciences and Disorders  
         KIN 598 Capstone Research Experience
- II.     Create a New Course  
         KIN 525 Fitness Management
- III.    Revise a Program  
         0010 Doctor of Education  
         0438 MAE  
         049 MA Mathematics  
         078 MA History  
         095 MS Recreation and Sport Administration  
         0454 MS Kinesiology

Proposal Date: 9/5/2014

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

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 5-2961

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: MATH 512
- 1.2 Course title: Geometry from an Advanced Perspective

**2. Current prerequisites/corequisites/special requirements:**

Admission to the Master of Arts in Mathematics program or permission of instructor.

**3. Proposed prerequisites/corequisites/special requirements:**

MATH 511 with a C or better or permission of instructor.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Many of the concepts and notation used in MATH 511 are considered prerequisite knowledge for MATH 512. As a result, students will benefit from taking MATH 511 prior to MATH 512.

**5. Effect on completion of major/minor sequence:**

We offer at least two graduate level mathematics courses that students can choose to take each semester, so the change in the prerequisite should not delay completion of the program.

**6. Proposed term for implementation:**

Fall 2015

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

Mathematics Department

10/24/14

Ogden College Graduate Committee

11-21-14

Professional Education Council

Graduate Curriculum Committee

12/11/14

University Senate

**(Action)**

Date: October 20, 2014

College, Department: CHHS, School of Kinesiology, Recreation & Sport

Contact Person: Brad Stinnett, Ph. D. [brad.stinnett@wku.edu](mailto:brad.stinnett@wku.edu) 270-745-4329

**1. Identification of course**

- 1.3 RSA 544
- 1.4 Course title: Championship Events Practicum

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

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

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

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

**5. Dates of committee approvals:**

School of Kinesiology, Recreation and Sport	10-20-2014
College Curriculum Committee	11/11/2014
Graduate Council	12/11/14
University Senate	

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

## **Revise a Course (Action)**

Date: November 12, 2014

College, Department: CHHS, Communication Sciences and Disorders

Contact Person: Lauren Bland, [lauren.bland@wku.edu](mailto:lauren.bland@wku.edu), 745-8860

### **1. Identification of course**

- 1.1 Course prefix and number: SLP 550
- 1.2 Course title: Consultation in Communication Sciences and Disorders

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

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

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

- 4. Term of implementation:** Summer 2015

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

Department	11/14/14
CHHS Graduate Curriculum Committee	12/1/14
Graduate Council	12/11/14
University Senate	

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

## **Revise a Course (Action)**

Date: September 22, 2014

College, Department: CHHS, Kinesiology, Recreation and Sport

Contact Person: Dr. Mark Schafer, [mark.schafer@wku.edu](mailto:mark.schafer@wku.edu), 745-5857

### **1. Identification of course**

- 1.1 Course prefix and number: KIN 598
- 1.2 Course title: Capstone Research Experience in Exercise Physiology

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

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

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

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

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

School of Kinesiology, Recreation and Sport

October 13, 2014

CHHS Graduate Curriculum Committee

11/11/2014

Graduate Council

12/11/14

University Senate

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

## Office of the Registrar

## COURSE INVENTORY FORM

Check One

☒

Create New Course

☐

Temporary Course Offering

1. Has this course previously been offered on a temporary basis? ☐ Yes ☒ No If yes, indicate the term offered
2. Subject Area KIN Course Number 525 Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) FITNESS MANAGEMENT
3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230) 201530
4. Official Course Title FITNESS MANAGEMENT
5. Offering Unit (See Table of Code Values.) College HP Department PHY
6. Credit Hours: Fixed Credit Hours: 3.00 Variable Credit Hours
7. Repeat Limit (See instructions.)  Total Maximum Hours (See instructions.)
8. Grading (Check all that apply.) ☒ Standard Letter Grading ☐ Pass/Fail Only ☐ No Grade  
☐ In Progress - IP (Course is intended to span more than one term.)
9. Schedule Type (See Table of Schedule Types.) ☒ ☐ ☐
10. Corequisites (courses required to be taken concurrently with this course)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number
11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number
12. Prerequisites (See instructions.)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number
- ☐ Other Admission in the MS in Kinesiology, or permission of instructor.
13. Course Attribute ☐ Honors Course ☐ Developmental Course
14. Course Restrictions: ☐ Include ☐ Exclude College  College  Major  Major  Classification
15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)  
The course will provide content addressing the current industry standards and guidelines for operating private, corporate and clinical fitness facilities and fitness management scenarios and case studies will be used to apply the course content to the field setting.
16. Approvals for Temporary Course  
Only: Department Head \_\_\_\_\_ Date \_\_\_\_\_  
College Dean \_\_\_\_\_ Date \_\_\_\_\_  
Graduate Dean \_\_\_\_\_ Date \_\_\_\_\_  
Provost Office \_\_\_\_\_ Date \_\_\_\_\_

Office of the Registrar Use

UCC \_\_\_\_\_

University Senate \_\_\_\_\_

CIP \_\_\_\_\_

Course Desc \_\_\_\_\_

Graduate Council \_\_\_\_\_

Provost \_\_\_\_\_

Banner Data \_\_\_\_\_

Evaluate \_\_\_\_\_

October 2013



## **EXAMPLE SYLLABUS**

### **KIN 525 – FITNESS MANAGEMENT**

I.

#### **II. COURSE INFORMATION:**

**Semester:**

**Credit Hours:** 3

**Online Course**

**Instructor:** Dr.

**Office Location:** Smith Stadium

**Office Phone:** 270-745-

**E-mail:** @wku.edu

**Skype:** @Skype

**Office hours:** By appointment.

#### **REQUIRED TEXTBOOKS:**

ACSM's Health/Fitness Facility Standards and Guidelines (4th Ed) Human Kinetics, 2012

Bates, M. (2008). Health Fitness Management. (2nd Ed) Human Kinetics.

#### **SUGGESTED RESOURCES:**

ACSM's Guidelines for Exercise Testing and Prescription, (9th Ed.). Lippincott Williams & Wilkins, 2013

ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription, (7th Ed.). Lippincott Williams & Wilkins, 2013

ACSM's Certification Review, (4th Ed.). Lippincott Williams & Wilkins, 2013

ACSM's Resources for the Health Fitness Specialist (1st ed.). Lippincott Williams & Wilkins, 2013

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

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

### **COURSE INFORMATION:**

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

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

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

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

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

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

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

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

### **III. COURSE ASSESSMENT:**

#### **Tentative Grading (Assessment Strategies):**



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

#### Grading Scale

<u>Grade</u>	<u>Percent Range</u>
A	90 - 100 %
B	80 - 89 %
C	70 - 79 %
D	60 - 69 %
F	< 60 %

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

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

### **TENTATIVE COURSE OUTLINE**

- Introduction to Health & Fitness Industry
  - Private, corporate, and clinical facilities
- Pre-Activity Screening
  - Standards and Guidelines for Pre-Activity Screening
  - Risk stratification
  - Medical history
- Orientation, Education, and Supervision of facility members
  - Standards and Guidelines for Orientation, Education, and Supervision
- Risk Management and Emergency Policies
  - Standards and Guidelines for Risk Management and Emergency Policies
- Hiring Fitness Facility Professional Staff and Independent Contractors
  - Standards and Guidelines for Health/Fitness Facility Professional Staff and Independent Contractors
  - Recruiting and hiring credentialed professionals
  - Training of staff
  - Staff retention
  - Staff evaluations
- Health/Fitness Facility Operating Practices
  - Standards and Guidelines for Health/Fitness Facility Operating Practices
  - Evaluation of operating practices
- Health/Fitness Facility Design and Construction
  - Standards and Guidelines for Health/Fitness Facility Design and Construction
- Health/Fitness Facility Equipment
  - Standards and Guidelines or Health/Fitness Facility Equipment
  - Purchasing equipment
  - Choosing the right equipment
  - Equipment maintenance
- Signage in Health/Fitness Facilities
  - Standards and Guidelines for Signage in Health/Fitness Facilities

Marketing and Sales

Marketing a fitness facility

Increasing sales

Retention

Customer service

#### IV. COURSE POLICIES WKU STUDENT INFORMATION

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

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

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

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

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

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

**Revise a Program  
(Action)**

Date: 9/18/2014

College: College of Education & Behavioral Sciences

Department: Educational Leadership Doctoral Program

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 270-745-3061

**1. Identification of program:**

- 1.1 Reference number: 0010
- 1.2 Program title: Doctor of Education (EdD) (Educational Leadership)

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

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

**3. Detailed program description:**

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

<p>The Ed.D. in Educational Leadership:</p> <ul style="list-style-type: none"> <li>• encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors;</li> <li>• provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices;</li> <li>• models interdisciplinary and inter-institutional collaboration through the program's management and accountability structures;</li> <li>• provides participants with leadership capacity to bring about changes that enhance student learning; and</li> <li>• provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness.</li> </ul> <p>Although this program is administratively housed in the College of Education and Behavioral Sciences Dean's Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.</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"> <li>1. Transcripts of all undergraduate and graduate course work</li> <li>2. Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</li> <li>3. Completed application</li> <li>4. Current (within 1 year of application deadline) resume or vita</li> <li>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</li> <li>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the</li> </ol>	<p>The Ed.D. in Educational Leadership:</p> <ol style="list-style-type: none"> <li>1. encourages participants to become practitioner scholars by promoting skills and knowledge in practice-based settings and to gain scholarship and experience in applied behaviors;</li> <li>2. provides opportunities to explore a range of career specialties in various settings so that participants can make sound career choices;</li> <li>3. models interdisciplinary and inter-institutional collaboration through the program's management and accountability structures;</li> <li>4. provides participants with leadership capacity to bring about changes that enhance student learning; and</li> <li>5. provides interdisciplinary research preparation focused on contextually based problems central to future global competitiveness.</li> </ol> <p>Although this program is administratively housed in the College of Education and Behavioral Sciences Dean's Office, it is an interdisciplinary program involving faculty and courses from several departments throughout the university.</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"> <li>1. Transcripts of all undergraduate and graduate course work</li> <li>2. Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</li> <li>3. Completed application</li> <li>4. Current (within 1 year of application deadline) resume or vita</li> <li>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</li> </ol>
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<p>applicant's potential for success in a doctoral program</p> <ol style="list-style-type: none"> <li>Official GRE scores <del>that meet the minimum GRE and GAP* scores for doctoral degrees as described in the WKU Graduate Catalog are preferred.</del> (Note: The WKU Ed.D. program uses the master's or other graduate degree GPA for GAP calculation.)</li> <li>Submission of a writing sample if applicants took the GRE without the Analytical Writing portion or if Analytic Writing score falls below preferred minimum</li> </ol> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> <li>Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL, a minimum of 7.0 on the IELTS; or a degree from an institution with English as the language of instruction)</li> <li>Evidence of adequate financial resources</li> </ol> <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p> <p><b>Degree Requirements</b> The program consists of 60 hours beyond a master's or other graduate degree. The program includes a) an orientation seminar (3 hours), b) 9 hours of core leadership courses, c) 9 hours of core research and statistics courses, c) 21-24 hours of coursework related to the student's program strand (see below) and dissertation topic, d) 6 hours of job-embedded internship, and e) 9-12 hours of dissertation. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements. To complete the program, students must 1) pass a qualifying exam that includes questions related to program core and strand outcomes; and 2) propose, complete, and successfully defend a dissertation.</p> <p><b>CORE COURSES</b> EDLD 702 Orientation to Doctoral Studies (3</p>	<ol style="list-style-type: none"> <li>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</li> <li>Official GRE scores. Minimum scores of GRE-V = 145, GRE-Q = 145 (or their equivalents on older versions of the GRE), and 4.0 analytical writing are preferred.</li> <li>Submission of a writing sample (requested during the admission review process) if applicants took the GRE without the Analytical Writing portion or if Analytic Writing score falls below preferred minimum.</li> </ol> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> <li>Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL, a minimum of 7.0 on the IELTS; or a degree from an institution with English as the language of instruction)</li> <li>Evidence of adequate financial resources</li> </ol> <p><i>*See explanation of GAP score calculation under "Admission Requirements" in the WKU Graduate Studies Catalog for more information.</i></p> <p><b>Degree Requirements</b> The program consists of 60 hours beyond a master's or other graduate degree. The program includes the following core coursework:</p> <ol style="list-style-type: none"> <li>Orientation seminar course (3 hours)</li> <li>Core leadership courses (9 hours)</li> <li>Core research and statistics courses (9 hours)</li> <li>Job-embedded internship (6 hours)</li> <li>Dissertation (9-12 hours)</li> </ol> <p>Additionally, students complete 21-24 hours of coursework related to their program strand specialization.</p>
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<p>hours) - taken during the first semester after admission to the program</p> <p><i>Leadership courses</i> (9 hours)  EDLD 710 Leadership I – Leadership Theories and Ethics (3 hours)  EDLD 720 Leadership II – Individual and Group Issues in Leadership (3 hours)  EDLD 730 Leadership III – Leading the Organization (3 hours)</p> <p><b>Research courses</b> (9 hours)  EDLD 712 Research Methods and Design for Educational Leaders (3 hours)  EDLD 722 Measurement and Survey Methods for Educational Leaders (3 hours)  EDLD 732 Program Evaluation for Educational Leaders (3 hours)</p> <p><b>Internship course</b> (1-3 hours per course enrollment for a total of 6 hours)  EDLD 798 Internship in Administration and Supervision (3 hours)</p> <p><i>Dissertation course</i> (1-3 hours per course enrollment for a total of 9-12 hours)</p> <p>EDLD 799 Dissertation*</p> <p><i>*Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.</i></p> <p><b>PROGRAM STRAND COURSES</b>  The specific selection of program strand courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With advisor approval, courses will be selected to support intellectual and professional development related to one of the four program strands:</p> <ul style="list-style-type: none"> <li>• P-12 Administrative Leadership – designed for individuals desiring to serve or to enhance their capacity to serve as public school/school district administrators;</li> <li>• Teacher Leadership –designed for individuals desiring to serve or to enhance their capacity to serve in leadership roles related to areas such as assessment, curriculum, technology, literacy, and classroom teaching;</li> </ul>	<p>Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements.</p> <p>To complete the program, students must 1) pass a qualifying exam that includes questions related to program core and <b>strand specialization</b> outcomes; and 2) propose, complete, and successfully defend a dissertation.</p> <p><b>CORE COURSES</b>  EDLD 702 <b>Orientation to Doctoral Studies Educational Leadership Doctoral Program Orientation</b> (3 hours) - taken during the first semester after admission to the program</p> <p><i>Leadership courses</i> (9 hours)  EDLD 710 <del>Leadership I</del> – Leadership Theories and Ethics (3 hours)  EDLD 720 <del>Leadership II</del> – Individual and Group Issues in Leadership (3 hours)  EDLD 730 <del>Leadership III</del> – Leading the Organization (3 hours)</p> <p><b>Research courses</b> (9 hours)  EDLD 712 Research Methods and Design for Educational Leaders (3 hours)  EDLD 722 Measurement and Survey Methods for Educational Leaders (3 hours)  EDLD 732 Program Evaluation for Educational Leaders (3 hours)</p> <p><b>Internship course</b> (1-3 hours per course enrollment for a total of 6 hours)  EDLD 798 <del>Internship in Administration and Supervision</del> <b>Educational Leadership Doctoral Program Internship</b> (3 hours)</p> <p><i>Dissertation course</i> (1-3 hours per course enrollment for a total of 9-12 hours)  EDLD 799 Dissertation <b>Research</b>*</p> <p><i>*Students are encouraged to take EDLD 797 – Dissertation Seminar (3 hours) to prepare for their dissertation experience.</i></p> <p><b>PROGRAM STRAND SPECIALIZATION COURSES (21-24 hours)</b></p>
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<ul style="list-style-type: none"> <li>• Postsecondary Education Leadership –designed for individuals desiring to serve or to enhance their capacity to serve in two-year and four-year institutions; or</li> <li>• Organizational Leadership – designed for individuals desiring to serve or to enhance their capacity to serve in education-related organizations that are not classified as schools, colleges, or universities.</li> </ul> <p>More information may be found at:  <a href="http://www.wku.edu/cebs/doctorate/">http://www.wku.edu/cebs/doctorate/</a></p>	<p>The specific selection of program strand specialization courses for a student's program will be based on an evaluation of the candidate's background and strengths, as well as on the candidate's professional objectives and needs. With advisor approval, courses will be selected to support intellectual and professional development related to one of the four program strands specializations:</p> <p><i>P-12 Administrative Leadership courses (21-24)</i> – designed for individuals desiring to serve or to enhance their capacity to serve as public school/school district administrators;  EDAD 707 Educational Leadership Policies and Politics (3 hours)  Advisor Approved Electives (18-21 hours)</p> <p><i>Teacher Leadership courses (21-24 hours)</i> – designed for individuals desiring to serve or to enhance their capacity to serve in leadership roles related to areas such as assessment, curriculum, technology, literacy, and classroom teaching;  Advisor Approved Electives (21-24 hours)</p> <p><i>Postsecondary Education Leadership courses (21-24 hours)</i> –designed for individuals desiring to serve or to enhance their capacity to serve in two-year and four-year institutions; or  EDFN 675 Higher Education in America (3 hours)  EDFN 685 Issues in Higher Education (3 hours)  Advisor Approved Electives (15-18 hours)</p> <p><i>Organizational Leadership courses (21-24 hours)</i> – designed for individuals desiring to serve or to enhance their capacity to serve in education-related organizations that are not classified as schools, colleges, or universities.  BA 751 Strategic Leadership (3 hours)  BA 752 Leading Innovation, Creativity and Change (3 hours)  Advisor Approved Electives (15-18 hours)</p> <p>More information may be found at:  <a href="http://www.wku.edu/cebs/doctorate/">http://www.wku.edu/cebs/doctorate/</a></p>
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4. **Rationale:** “Specialization” replaces “strand” because the Kentucky CPE created consistent labels for various program options. Core specialization courses are listed to ensure the “core knowledge” students in each specialization should possess at program completion. Establishing core knowledge also creates greater consistency in evaluating students during the qualifying exam process. Other edits make the program courses up to date and its program requirements clearer to readers.

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

6. **Dates of committee approvals:**

EDD Leadership Council	<u>9/18/2014</u>
CEBS Curriculum Committee	<u>10/07/2014</u>
Professional Education Council (if applicable)	<u>11/12/2014</u>
Graduate Council	<u>12/11/14</u>
University Senate	<u></u>



**College of Education  
School of Teacher Education  
Proposal to Revise A Program (Action Item)**

Contact Person: E. Gail Kirby, 745-3746

**1. Identification of program:**

- 1.1 Current program reference number: #0438
- 1.2 Current program title: Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities
- 1.3 Credit hours: 31-40 hours

**2. Identification of the proposed program changes:** Revision of admission Standards:

- Revising Admission Standards to be consistent with Education Profession Standards Board (EPSB) approved program

**3. Detailed program description:**

Current Program	Proposed Program (proposed revisions are noted in bold text)
<p>Master of Arts in Education: Special Education for Teacher Leaders: Moderate and Severe Disabilities, Ref. #0438</p> <p><u>Admission Requirement:</u> (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <ul style="list-style-type: none"> <li>• Teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</li> </ul> <p>2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p>3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p><i>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</i></p>	<p>Master of Arts in Education: Special Education for Teacher Leaders: : Moderate and Severe Disabilities, Ref. #0438</p> <p><u>Admission Requirement:</u> (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <p><b>The Exceptional Education program area offers courses and experiences for the advanced preparation of Exceptional Education teachers in Moderate and Severe Disabilities and for those seeking additional certification in Moderate and Severe Disabilities.</b></p> <ul style="list-style-type: none"> <li>• Teaching certificate in <b>Exceptional Education MSD</b> * must be submitted or statement of eligibility with their applications.</li> </ul> <p>2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p>3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.</p> <p><i>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the</i></p>

*\*\*Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.*

#### Degree Requirements—37- 40 hours

##### Teacher Leader Professional Education Core Courses 9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)  
 TCHL 530 Curriculum Development (3 hours)  
 TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)  
 TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)  
 TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)  
 TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)  
 TCHL 554 Student Assessment II: Standardized Testing (1 hour)  
 TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)  
 TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)  
 NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.

##### Specialization Component 18 hours

SPED 518 Issues in Behavior Management (3 hours)  
 SPED 530 Advanced Assessment Techniques (3 hours)  
 SPED 531 Advanced Prescriptive Teaching (3 hours)  
 SPED 532 Families, Professionals, and Exceptionalities (3 hours)  
 SPED 533 Seminar: Curriculum in LBD (3 hours)  
 SPED 630 Special Education Law (3 hours)  
 Internship (3 hours)  
 SPED 595 Advanced Preparation Capstone SPED (3 hours)

Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current

*requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.*

*\*\*Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.*

#### Degree Requirements—37- 40 hours

##### Teacher Leader Professional Education Core Courses 9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)  
 TCHL 530 Curriculum Development (3 hours)  
 TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)  
 TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)  
 TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)  
 TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)  
 TCHL 554 Student Assessment II: Standardized Testing (1 hour)  
 TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)  
 TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)  
 NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.

##### Specialization Component 18 hours

SPED 518 Issues in Behavior Management (3 hours)  
 SPED 530 Advanced Assessment Techniques (3 hours)  
 SPED 531 Advanced Prescriptive Teaching (3 hours)  
 SPED 532 Families, Professionals, and Exceptionalities (3 hours)  
 SPED 533 Seminar: Curriculum in LBD (3 hours)  
 SPED 630 Special Education Law (3 hours)  
 Internship (3 hours)  
 SPED 595 Advanced Preparation Capstone SPED (3 hours)

Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program.

<p>teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification. ) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification</p> <p><u>Mid-Point Assessment Requirements</u> To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Program Completion Requirements</u> _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.</p>	<p>Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification. ) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification</p> <p><u>Mid-Point Assessment Requirements</u> To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p><u>Program Completion Requirements</u> _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.</p>
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4. **Rationale for the proposed program change:** The Special Education faculty must revise Admission Standards to be consistent with Education Profession Standards Board (EPSB) approved program. These changes will not change the framework of the Teacher Leader program.
5. **Proposed term for implementation and special provisions (if applicable):**  
Spring, 2015
6. **Dates of prior committee approvals:**

School of Teacher Education	December 10, 2014
College Curriculum Committee	December 10, 2014
Professional Education Council	December 10, 2014
Graduate Council	December 11, 2014
University Senate	

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

Contact Person: Hope Marchionda, [hope.marchionda@wku.edu](mailto:hope.marchionda@wku.edu), 5-2961

**1. Identification of program:**

- 1.1 Current program reference number: 049
- 1.2 Current program title: Master of Arts in Mathematics
- 1.3 Credit hours: 30-34

**2. Identification of the proposed program changes:**

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

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program (proposed revision are noted in bold text)</b>
<p>This online program is intended for students who are secondary teachers who already hold teacher certification and are seeking rank change through attainment of a Master's degree. This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>To be admitted to the M.A. program, students must meet the following criteria:</p> <p>(1) satisfy one of the following conditions:</p> <ul style="list-style-type: none"><li>• have a GAP score of at least 600,</li></ul>	<p>This online program is intended for students who are secondary teachers who already hold teacher certification and are seeking rank change through attainment of a Master's degree. This degree does not give a student initial teacher certification, nor is it intended to prepare a student for doctoral studies in mathematics.</p> <p>To be admitted to the M.A. program, students must meet the following criteria:</p> <p>(1) satisfy one of the following conditions:</p>

<ul style="list-style-type: none"> <li>• have a GRE general score of at least 300, or</li> <li>• if students have graduated from WKU with a degree in mathematics, a GPA of at least 3.3 in their undergraduate major.</li> </ul> <p>(2) a bachelor's degree in mathematics, OR the completion of the following undergraduate courses, with at most one deficiency:</p> <ul style="list-style-type: none"> <li>(a) a calculus sequence through multivariable calculus,</li> <li>(b) linear algebra,</li> <li>(c) discrete mathematics,</li> <li>(d) probability or calculus-based statistics,</li> <li>(e) abstract algebra, and</li> <li>(f) geometry.</li> </ul> <p>Applicants must also have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*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.</p> <p><b>Mathematics – 18 hours</b></p> <ol style="list-style-type: none"> <li>1. The following courses are required: MATH 501 Introduction to Probability and Statistics I MATH 503 Introduction to Analysis MATH 511 Algebra from an Advanced Perspective MATH 512 Geometry from an Advanced Perspective</li> <li>2. Six hours of elective mathematics courses from the following list: 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.</li> </ol>	<ul style="list-style-type: none"> <li>• have a GAP score of at least 600 [GAP=(GRE-V + GRE-Q) + (Undergraduate GPA x 100)]</li> <li>• have a GRE general score of at least 300, or</li> <li>• if students have graduated from WKU with a degree in mathematics, a GPA of at least 3.3 in their undergraduate major.</li> </ul> <p>(2) a bachelor's degree in mathematics, OR the completion of the following undergraduate courses, with at most one deficiency:</p> <ul style="list-style-type: none"> <li>(a) a calculus sequence through multivariable calculus,</li> <li>(b) linear algebra,</li> <li>(c) discrete mathematics,</li> <li>(d) probability or calculus-based statistics,</li> <li>(e) abstract algebra, and</li> <li>(f) geometry.</li> </ul> <p>Applicants must also have or be eligible for a teaching certificate* for Secondary Mathematics (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*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.</p> <p><b>Mathematics – 18 hours</b></p> <ol style="list-style-type: none"> <li>1. The following courses are required: MATH 501 Introduction to Probability and Statistics I MATH 503 Introduction to Analysis MATH 511 Algebra from an Advanced Perspective MATH 512 Geometry from an Advanced Perspective</li> <li>2. Six hours of elective mathematics courses from the following list: 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,</li> </ol>
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<p>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.</p> <p><b>Secondary Education – 12-16 hours</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <ol style="list-style-type: none"> <li>1. Professional Education Core – 9-16 hours. Courses denoted with an asterisk are required courses.</li> </ol> <p>*TCHL 500 – Foundations of Teacher Leadership (3 hours)  *TCHL 530 – Curriculum Development (3</p>	<p>535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 599, STAT 549.</p> <p>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.</p> <p><b>Secondary Education – 13-16 hours</b></p> <p>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.</p> <p>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.</p> <p>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). <b>All students must complete either TCHL 545 and 555 or pass proficiency evaluations for these courses.</b> TCHL 500, 530, <b>559</b>, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>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 <b>31-34</b> 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.</p> <ol style="list-style-type: none"> <li>1. Professional Education Core – 10-16 hours. Courses denoted with an asterisk are required courses.</li> </ol>
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<p>hours)  <del>TCHL 540—Classroom Instruction: Instructional Strategies (1 hour)</del>  <del>TCHL 544—Classroom Instruction: Equitable School and Community Partnerships (1 hour)</del>  <del>TCHL 548—Classroom Instruction: Managing the Learning Environment (1 hour)</del>  <del>TCHL 550—Student Assessment I: Fundamentals of Student Assessment (1 hour)</del>  <del>TCHL 554—Student Assessment II: Standardized Testing (1 hour)</del>  <del>TCHL 558—Student Assessment III: Classroom Tests and Instruments (2 hours)</del>  *<del>TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</del></p> <p>2. Education Electives – 0-3 hours. Students who successfully complete the proficiency examinations for <del>TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558</del> may substitute another education course with advisor approval. TCHL 520 Principles of Action Research for Teacher Leaders is strongly recommended.</p> <p>Secondary Education Mid-Point Assessment Requirements: <del>To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the above TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates 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.</del></p> <p>Secondary Education Completion Requirements:</p> <ol style="list-style-type: none"> <li>1. Successfully complete TCHL 560 (Course grade of C or higher).</li> <li>2. Give acceptable presentation of action research in approved venue.</li> <li>3. Achieve a minimum 3.0 GPA overall and in secondary education course work.</li> </ol>	<p>*TCHL 500 – Foundations of Teacher Leadership (3 hours)  *<del>TCHL 530 – Curriculum Development (3 hours)</del>  <b>TCHL 545 Classroom Instructional Strategies and Management (3 hours)</b>  <b>TCHL 555 School and Classroom Assessment (3 hours)</b>      *<b>TCHL 559 Action Research Design (1 hour)</b>  *<del>TCHL 560 – Action Research Capstone for Teacher Leaders (3 hours)</del></p> <p>2. Education Electives – 0-3 hours. <b>Students who successfully complete the proficiency examinations for TCHL 545 or TCHL 555 may graduate with 31 hours. However, students who successfully complete the proficiency examinations for TCHL 545 and TCHL 555 must substitute at least one education course with advisor approval to have a minimum of 31 hours to graduate.</b></p> <p>Secondary Education Mid-Point Assessment Requirements: <b>Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.</b></p> <p>Secondary Education Completion Requirements:</p> <ol style="list-style-type: none"> <li>1. Successfully complete TCHL 560 (Course grade of C or higher).</li> <li>2. Give acceptable presentation of action research in approved venue.</li> <li>3. Achieve a minimum 3.0 GPA overall and in secondary education course work.</li> </ol>
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#### 4. Rationale for the proposed program change:

- Beginning in the fall of 2015, the School of Teacher Education will no longer offer courses that are part of the MA in Mathematics program. As a result, TCHL 540, TCHL 544, and TCHL 548 are being replaced with TCHL 545, and TCHL 550, TCHL 554, and TCHL 558 are being replaced with TCHL 555.

- The School of Teacher Education has created TCHL 559 which will serve as a prerequisite for TCHL 560. TCHL 560 is a required course in the MA in Mathematics program; therefore, TCHL 559 must be added to the program.
- The number of hours required in the secondary education component will increase from 12-16 to 13-16 to reflect the addition of TCHL 559 as a required course that cannot be replaced by taking a proficiency exam. This also increases the total number of hours from 30-34 to 31-34.
- It was also necessary to change the wording regarding proficiency evaluations to clarify what exams were now available because of the new course offerings.
- The last change was a rewording of the secondary mid-point assessment requirements to align with a previous revision of the MAE program in 2012 and eliminate confusion for students enrolled in the MA in Mathematics program.
- All of these changes will align the MA in Mathematics program with the changes that have already been implemented in the School of Teacher Education during the last semester.

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

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

<b>Mathematics Department</b>	<u>10/25/14</u>
<b>Ogden College Graduate Committee</b>	<u>11/21/14</u>
<b>Professional Education Council</b>	<u></u>
<b>Graduate Curriculum Committee</b>	<u>12/11/14</u>
<b>University Senate</b>	<u></u>



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

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

**1. Identification of program:**

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

**2. Identification of the proposed program changes:**

- Change wording of statement on GRE scores
- Update verbal GRE score to 153
- Update application due dates
- Delete MATH 203 or Statistics as an option for research tool

**3. Detailed program description:**

Old Program	New Program
<p>Applications to the Master of Arts in History program are handled by the Graduate Studies Office (<a href="http://www.wku.edu/graduate">www.wku.edu/graduate</a>). Students must meet the minimum standards for admission set forth by Graduate Studies.</p> <p>Applicants must sit for the Graduate Record Examination (GRE) and submit scores to the university as part of their application. The advanced test in History is not required.</p> <p>Applicants must meet the following admission standards set forth by the History Department:</p> <ul style="list-style-type: none"><li>• Completion of at least 18 undergraduate credit-hours in history with a grade point average of at least 3.0 in history courses (on a 4.0 scale)</li><li>• An overall undergraduate grade point average of at least 3.0 (on a 4.0 scale)</li><li>• A GRE Verbal Reasoning section score of at least 500 (if taken before Aug. 2011) or <b>150</b> (if taken Aug. 2011 or later)</li><li>• Applicants must submit application and all supporting materials by <b>June 15 (fall semester start) or November 15 (spring semester start)</b></li></ul>	<p>Applications to the Master of Arts in History program are handled by the Graduate Studies Office (<a href="http://www.wku.edu/graduate">www.wku.edu/graduate</a>). Students must meet the minimum standards for admission set forth by Graduate Studies.</p> <p><b>All</b> applicants must sit for the Graduate Record Examination (GRE) and submit scores to the university as part of their application. <b>There are no exceptions to this requirement even for candidates with graduate degrees.</b> The advanced test in History is not required.</p> <p>Applicants must meet the following admission standards set forth by the History Department:</p> <ul style="list-style-type: none"><li>• Completion of at least 18 undergraduate credit-hours in history with a grade point average of at least 3.0 in history courses (on a 4.0 scale)</li><li>• An overall undergraduate grade point average of at least 3.0 (on a 4.0 scale)</li><li>• A GRE Verbal Reasoning section score of at least 500 (if taken before Aug. 2011) or <b>153</b> (if taken Aug. 2011 or later)</li><li>• Applicants must submit application and all supporting materials by <b>April 15</b> (fall semester start) or <b>October 15</b> (spring semester start)</li></ul> <p>Applicants must also submit:</p>

<p>Applicants must also submit:</p> <ul style="list-style-type: none"> <li>• A brief (approximately 750 words) personal statement that discusses why they wish to pursue the Master of Arts degree in History;</li> <li>• A sample research paper (at least five pages long).</li> </ul> <p>The History Department will admit students twice a year on a competitive, academic merit-based basis. The History Department may limit the number of students admitted to maintain the quality and size of the MA program's student body.</p> <p><i>Degree requirements</i> A student who has an undergraduate major in history may be permitted to take six to nine hours of graduate work in a related field in courses approved by the Graduate Advisor. A student who presents an undergraduate minor in history must complete the entire program in the field of history.</p> <p>Both Plan A (thesis) and Plan B (non-thesis) are available. Plan A requires 30 hours. Plan A requires a minimum of 21 hours of elective course work, Historiography (HIST 535), and the thesis (6 hours). Reading proficiency in a modern foreign language must be demonstrated. Plan B requires 36 hours. Historiography (HIST 535) must be included in the program or used as a research tool. The research tool may be met by demonstrating proficiency in a foreign language, <del>completing Math 203 or Statistics</del>, or completing History 535.</p> <p><i>Plan A – minimum of 30 hours</i> HIST 535 Historiography 21 hours of electives Thesis Modern foreign language reading proficiency</p> <p><i>Plan B – minimum of 36 hours</i> HIST 535 Historiography 33 hours of electives Research Tool: may be met by demonstrating proficiency in a foreign language, <del>completing Math 203 or Statistics</del>, or completing History 535</p> <p><i>Comprehensive Exam</i> Students should contact the History Graduate Advisor early in their programs for help in compiling a list of books to study in preparation for the comprehensive exam. Students must pass the comprehensive exam (oral and written) over course work, bibliography, and (if Plan A) thesis.</p>	<ul style="list-style-type: none"> <li>• A brief (approximately 750 words) personal statement that discusses why they wish to pursue the Master of Arts degree in History;</li> <li>• A sample research paper (at least five pages long).</li> </ul> <p><u>The History Department will admit students twice a year on a competitive, academic merit-based basis.</u> The History Department may limit the number of students admitted to maintain the quality and size of the MA program's student body.</p> <p><i>Degree requirements</i> A student who has an undergraduate major in history may be permitted to take six to nine hours of graduate work in a related field in courses approved by the Graduate Advisor. A student who presents an undergraduate minor in history must complete the entire program in the field of history.</p> <p>Both Plan A (thesis) and Plan B (non-thesis) are available. Plan A requires 30 hours. Plan A requires a minimum of 21 hours of elective course work, Historiography (HIST 535), and the thesis (6 hours). Reading proficiency in a modern foreign language must be demonstrated. Plan B requires 36 hours. Historiography (HIST 535) must be included in the program or used as a research tool. The research tool may be met by demonstrating proficiency in a foreign language or completing History 535.</p> <p><i>Plan A – minimum of 30 hours</i> HIST 535 Historiography 21 hours of electives Thesis Modern Foreign language reading proficiency</p> <p><i>Plan B – minimum of 36 hours</i> HIST 535 Historiography 33 hours of electives Research Tool: may be met by demonstrating proficiency in a foreign language or completing History 535</p> <p><i>Comprehensive Exam</i> Students should contact the History Graduate Advisor early in their programs for help in compiling a list of books to study in preparation for the comprehensive exam. Students must pass the comprehensive exam (oral and written) over course work, bibliography, and (if Plan A) thesis.</p>
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**4. Rationale for the proposed program change:**

- A significant number of applicants with graduate degrees are directed to us for exceptions to our GRE requirement or contact us directly. Since we do not make exceptions, we would like to make this clear.
- When we updated our program to reflect the new GRE scoring system, the concordance was not yet clear. According to the updated concordance between the old and new GRE scoring, a verbal score of 500 in the old system is 153 in the new system.
- We are updating our application due dates to keep in line with changes in the due dates for graduate assistantships and to make sure that new graduate students can register with other students for classes.
- MATH 203 is no longer offered, it is an undergraduate course, very few students ever used this option, and statistics is no longer used as the research tool in Ph.D. programs in history.

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

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

History Department

**October 21, 2014**

PCAL College Curriculum Committee

**November 6, 2014**

Graduate Council

12/11/14

University Senate

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**Revise a Program  
(Action)**

Date: October 20, 2014

College: College of Health & Human Services

Department: School of Kinesiology, Recreation & Sport

Contact Person: Brad Stinnett, Ph.D. [brad.stinnett@wku.edu](mailto:brad.stinnett@wku.edu) 270-745-4329

**1. Identification of program:**

1.1 Reference number: 095

1.2 Program title: MS Recreation and Sport Administration

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

2.1 ☒ title:

- Change the name of the concentration from Athletic Administration and Coaching to Interscholastic Athletic Administration and Coaching

2.2 ☐ admission criteria: No proposed changes

2.3 ☒ curriculum:

- Replace RSA 530 (Advanced Studies in Recreation) with RSA 538 (Facility and Event Security Management) in the Athletic Administration and Coaching concentration

2.4 ☒ other:

- Reflect name change of RSA 544 from Championship Events Practicum to Practicum in Interscholastic Sport

**3. Detailed program description:**

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

concentration is designed for individuals looking to enter the field or professionalize their experience in intercollegiate athletics.					trainers in all employment settings. The Intercollegiate Athletic Administration concentration is designed for individuals looking to enter the field or professionalize their experience in intercollegiate athletics.		
		<b>Current Curriculum</b>				<b>Proposed Curriculum</b>	
Prefix	#	Course Title	Hours	Prefix	#	Course Title	Hours
		Core Courses				Core Courses	
RSA	501	Research Methods in Recreation and Sport	3	RSA	501	Research Methods in Recreation and Sport	3
RSA	513	Recreation and Sport Administration	3	RSA	513	Recreation and Sport Administration	3
RSA	515	Recreation and Sport Facility Development	3	RSA	515	Recreation and Sport Facility Development	3
RSA	517	Legal Issues in Recreation and Sport	3	RSA	517	Legal Issues in Recreation and Sport	3
RSA	519	Fiscal Practices in Recreation and Sport	3	RSA	519	Fiscal Practices in Recreation and Sport	3
RSA	521	Public Relations in Recreation and Sport	3	RSA	521	Public Relations in Recreation and Sport	3
RSA	523	Theory of Recreation and Sport	3	RSA	523	Theory of Recreation and Sport	3
		Core Total	21			Core Total	21
		Concentration Courses				Concentration Courses	
		<i>Athletic Administration and Coaching Concentration (REIA)</i>				<b>Interscholastic</b> <i>Athletic Administration and Coaching Concentration (REIA)</i>	
<b>RSA</b>	<b>530</b>	<b>Advanced Studies in Recreation</b>	<b>3</b>	<b>RSA</b>	<b>538</b>	<b>Facility and Event Security Management</b>	<b>3</b>
RSA	542	Current Issues in Interscholastic Sport	3	RSA	542	Current Issues in Interscholastic Sport	3
RSA	543	Sports Medicine	3	RSA	543	Sports Medicine	3
RSA	544	<del>Championship Events Practicum</del>	3	RSA	544	<b>Practicum in Interscholastic Sport</b>	3
		Total Hours	33			Total Hours	33
<p style="text-align: center;">No changes to other concentrations are proposed.</p> <p><i>General Concentration (RECG) – 12 hours</i>            RSA 590 Practicum in Recreation and Sport            9 hours of electives</p> <p><i>Facility and Event Management Concentration (REFM) – 12 hours</i>            RSA 590 Practicum in Recreation and Sport            RSA 534 Facility Management            RSA 536 Event Management            RSA 538 Facility and Event Security Management</p> <p><i>Sport Media and Branding Concentration (RESN) - 12 hours</i>            JOUR 536 Sport Branding: A New Game            JOUR 537 Sports Sponsorships: New Revenue Strategies            JOUR 543 Strategic Public Relations Writing for Sport            JOUR 547 Issues in Sport Media Relations</p>							

*Athletic Training Concentration (REAT) - 12 hours*

KIN 528 Dynamics of Injury Management

RSA 546 Leadership and Ethics in Sports Healthcare

KIN 503 Advanced Motor Learning and Control

KIN 524 Advanced Biomechanics

*Intercollegiate Athletic Administration Concentration (REAA) - 12 hours*

RSA 538 Facility and Event Security Management

RSA 554 Student-Athlete Development

RSA 556 Governance in Intercollegiate Athletics

RSA 558 Compliance in Intercollegiate Athletics

**4. Rationale:**

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

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

**6. Dates of committee approvals:**

Department	<u>10-20-2014</u>
CHHS Graduate Curriculum Committee	<u>11/11/2014</u>
Graduate Council	<u>12/11/14</u>
University Senate	<u></u>

## Revise a Program (Action)

Date: September 22, 2014

College: Health and Human Services

Department: School of Kinesiology, Recreation and Sport

Contact Person: Dr. Mark Schafer, [mark.schafer@wku.edu](mailto:mark.schafer@wku.edu) , (270)745-5857

### 1. Identification of program:

- 1.1 Reference number: 0454
- 1.2 Program title: Master of Science in Kinesiology

### 2. Proposed change(s):

- 2.1 ☐ title:
- 2.2 ☒ admission criteria: (Note: The changes indicated are NOT for the Physical Education teacher leader program)
- 2.3 ☒ curriculum:
- 2.4 ☒ other:

### 3. Detailed program description:

Existing Program	Proposed Program
<p style="text-align: center;"><b>Catalog Description</b></p> <p>The M.S. in Kinesiology program has four concentrations: Physical Education Teacher Leader, Exercise Physiology, Fitness Management, <del>and Corporate Health Management</del>. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards. The Exercise Physiology, Fitness Management, <del>and Corporate Health Management</del> concentrations do not lead to rank change for Kentucky teachers.</p>	<p style="text-align: center;"><b>Catalog Description</b></p> <p>The M.S. in Kinesiology program has four concentrations: Physical Education Teacher Leader, Exercise Physiology <b>and</b> Fitness Management. The Physical Education Teacher Leader concentration focuses on teaching and meeting the Kentucky Teacher Requirements for Advanced Teaching Standards. The Exercise Physiology <b>and</b> Fitness Management concentrations do not lead to rank change for Kentucky teachers.</p>
Admission Requirements	Admission Requirements
<p><del><b>Admission Requirements</b></del></p> <p><del><b>Exercise Physiology Concentration</b></del></p> <p><del><b>Please refer to the university admission requirements for graduate students found in the Graduate Admission section of this catalog.</b></del></p> <p><del><b>Fitness Management and Corporate Health Management Concentrations</b></del></p> <p><del><b>1. Official transcript showing an earned baccalaureate degree from an accredited college or university.</b></del></p>	<ul style="list-style-type: none"> <li>• <b>The admission requirements for the Master of Science in Kinesiology program (Exercise Physiology and Fitness Management) are as follows:</b></li> </ul> <p><i>(Note: The changes indicated are NOT for the Physical Education teacher leader program)</i></p> <ul style="list-style-type: none"> <li>-A Bachelor's Degree from an accredited college or university with at least a 2.75 overall GPA</li> <li>-A Current Resume</li> <li>-A Statement of Professional Intent</li> </ul> <p><b>The Statement of Professional Intent should provide a sample of the applicant's writing style and ability.</b></p>

<p><b>2. Cumulative baccalaureate grade point average (GPA) of at least 2.5 on a 4.0 scale OR a GPA of at least a 2.75 on a 4.0 scale in the last 60 hours of completed OR a GPA of at least 3.0 in the major content area on a 4.0 scale.</b></p> <p><b>3. GRE is not required for the Fitness Management or the Corporate Health Management concentrations.</b></p>	<p>It should be 2-3 pages, double-spaced, and is expected to be well organized, clearly written, and error free. It should include an introduction, responses to the three questions below, and a conclusion:</p> <ul style="list-style-type: none"> <li>• Why do you want to pursue this degree?</li> <li>• What related qualifications and/or experiences do you bring to the program?</li> <li>• What are your career goals after completing the program</li> </ul> <p>-Students with undergraduate GPA lower than 3.0 are required to submit 2 letters of recommendation from professors in their major and/or their academic advisor</p> <p>-Resumes, Statements, and Letters of Recommendation (if below a 3.0) should be emailed to <a href="mailto:graduate.school@wku.edu">graduate.school@wku.edu</a> and should include the full name of the applicant along with their WKU Student ID (if known)</p> <p>-Please note. The GRE will no longer be required for the Kinesiology Graduate program (Exercise Physiology or Fitness Management)</p>
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Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
		<i>Core Requirements</i>					<i>Core Requirements</i>	
KIN	501	Research Methods	3		KIN	501	Research Methods	3
KIN	503	Adv Motor Learn & Con	3		KIN	503	Adv Motor Learn & Con	3
KIN	504	Adv Ex Phys	3		KIN	504	Adv Ex Phys	3
KIN	515	Adv Meas & Eval	3		KIN	515	Adv. Meas & Eval	3
		Total	12				Total	12
		<i>Restricted Electives</i>					<i>Restricted Electives</i>	
KIN	505 or	Foundations of Curriculum Instruction	3		KIN	505 or	Foundations of Curriculum Instruction	3
KIN	518	Adv Stats in Kinesiology	3		KIN	518	Adv Stats in Kinesiology	3
KIN	520 or	Teaching Strategies in Physical Education	3		KIN	520 or	Teaching Strategies in Physical Education	3
KIN	522	Adv Ex Test & Prescription	3		KIN	522	Adv Ex Test & Prescription	3
		Total	6				Total	6
		<i>Exercise Physiology Concentration</i>					<i>Exercise Physiology Concentration</i>	
KIN	514	Lab Methods	3		KIN	514	Lab Methods	3
KIN	523	Seminar in Ex Phys	3		KIN	523	Seminar in Ex Phys	3
KIN	524	Applied Biomechanics	3		KIN	524	Applied Biomechanics	3



KIN	598 or	Capstone Research Experience	6		KIN	598 or	Capstone Research Experience	6
KIN	599	Thesis Research	6		KIN	599	Thesis Research	6
		Total	15				Total	15
		<i>Fitness Management Concentration</i>					<i>Fitness Management Concentration</i>	
RSA	515	Rec/Sport Facility Develop	3		RSA	515	Rec/Sport Facility Develop	3
RSA	517	Legal Issues in Rec/Sport	3		RSA	517	Legal Issues in Rec/Sport	3
RSA	519	Fiscal Practic in Rec/Sport	3		RSA	519	Fiscal Prac in Rec/Sport	3
<b>HCA</b>	<b>541</b>	<b>Strat Mgmt &amp; Mkt Hlth Sves</b>	<b>3</b>		<b>KIN</b>	<b>525</b>	<b>Fitness Management</b>	<b>3</b>
KIN	596	Practicum	3		KIN	596	Practicum	3
		Total	15				Total	15
		<i>Corporate Health Mgmt Concentration</i>						
<b>PH</b>	<b>502</b>	<b>Worksite Health Promo</b>	<b>3</b>					
<b>PH</b>	<b>587</b>	<b>Health Behavior</b>	<b>3</b>					
<b>PH</b>	<b>591</b>	<b>Health Program Eval</b>	<b>3</b>					
<b>HCA</b>	<b>541</b>	<b>Strat Mgmt &amp; Mkt Hlth Sves</b>	<b>3</b>					
<b>KIN</b>	<b>596</b>	<b>Practicum</b>	<b>3</b>					
		<b>Total</b>	<b>15</b>					
Total		Credit Hours	33		Total		Credit Hours	33

#### 4. Rationale:

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

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

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

**6. Dates of committee approvals:**

School of Kinesiology, Recreation and Sport	<u>October 13, 2014</u>
CHHS Graduate Curriculum Committee	<u>11/11/2014</u>
Graduate Council	<u>12/11/14</u>
University Senate	<u></u>