Rec. #2017-12-01 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST The University Senate recommends the Graduate Council Report dated November 2017 to the Provost for endorsement

Eric J Kondratieff, Chair

Digitally signed by Eric J Kondratieff, Chair
DN: cn=Eric J Kondratieff, Chair, o=Western Kentucky University, ou=University Senate, email=eric.kondratieff@wku.edu, c=US
Date: 2017.12.08 15:26:10 -06'00'

David D. Lee, Provost and Vice President for Academic Affairs

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Date: 2017.12.13 15:40:06 -06'00'

Graduate Council

Agenda—Thursday, November 9, 2017, 3:00 p.m.
Academic Affairs Conference Room WAB 239

1. Call to Order
2. Consideration of October 12, 2017 minutes (Appendix A)
3. Graduate Enrollment Report (Appendix B)
4. Committee Reports
    a. Policy Committee: Admission Policy proposal (Appendix C)
    b. Curriculum Committee (Appendix D)
    c. Student Research Grants Committee
5. Report from Dean of the Graduate School
    a. Resolution concerning the Graduate Records Specialist position (Appendix E)
6. Public Comments
7. Announcements & Adjourn

Appendix A

Graduate Council
Minutes - October 12, 2017, 3:00 p.m.
Academic Affairs Conference Room WAB 239
Approved November 9, 2017

Members Present: Kirk Atkinson, Martha Day, Carl Dick, Dominic Lanphier, Richard Dressler, Laurie Branstetter, Amy Cappiccie, Kristie Guffey, Ron Mitchell, Scott Lyons, Kristin Wilson, Justanun Tillman, Divya Gangavelli, Clarissa Lighsy, Allie Crume, Mercy Ebusetse, Eric Reed, Wes Berry, Ann Ferrell, Molly Kerby, Veletta Ogaz,

Members Absent: Carl Myers, Leyla Zhuhadar, Alex Lebedinsky, Chris Groves

Guests: Sylvia Gaiko, Scott Gordon, Colette Chelf, Laura Burchfield, Lance Hahn, Cathleen Webb, Danita Kelley, Andrea Pasanelli, Bob Hatfield

8. Call to Order *Wilson

9. Consideration of September 14, 2017 minutes *Atkinson/Guffey motion to approve; amendment to include Steve Wininger, Carl Myers, and Mercy Ebuestse to attendance list; passed.

10. Graduate Enrollment Report (see attached pdf) *Lyons reported that there would still be more students to register before Census and that we will likely be down 60 students primarily due to the Geopolitical climate.

11. Committee Reports

    a. Policy Committee *No Report.
    *Mitchel commented that the Dean would like the Policy Committee to take back up the Admission's Policy; Lyons has Mitchell's draft, will make suggestions, and the Policy Committee can look it over at next month's meeting; Atkinsons inquired about the policy regarding students who already have a degree vs undergraduate gpa and it falls under the same policy.

    b. Curriculum Committee (Appendix B) *Atkinson discussed utilizing Courseleaf and it worked quite well in its transitionary period; commented that it will be time consuming to click and approve each one.
    *Atkinson makes a motion to approve agenda as sent electronically.
    *Atkinson addressed concerns that the strike through is not in different colors.
    *Chelf explains that rollback is if it is voted down and it goes back through workflow; If it is approved then it will go to Senate; shows approval screen and how you can see where a proposal is in the approval process; Atkinson explains how he will try to make friendly amendments at the current level in order to keep it moving; Wilson says it will be rolled back for substantial changes; The two links are separate; The courses feed straight to banner and program changes go to the catalog; Chelf states that the way they see on their approval screen is the packet. It is just no longer on paper; Dressler asks if he is a reviewer for the curriculum committee how he can make

notes; Chelf explains that the program does not have a way to make notes on the proposal. Wherever the proposal is you can click the yellow button and it will email whomever it needs to go to.
*Kristin moves to vote on the consent agenda; approved.
*Dick inquired about duplicated learning outcomes and Wilson informed him it had been fixed.
*Chelf announced the report was successfully sent to the Senate.

c. Student Research Grants Committee
*Berry stated that the deadline for student research grants is coming up.

12. Report from Dean of the Graduate School
*Lyons reports on Lunch & Learn events; Cocktail hour with Graduate Advisors on October 26th; Graduate School IMPACT Speaker Series on November 2 with President Caboni; Tentative tailgating on Friday, November 17; Graduate School twitter chat with Corie Martin; launched rotating Facebook ad campaign; addressed part-time status for summer GAs and that they still only have to be registered for one hour in the summer; addresses how undergraduates planning to take graduate courses did not graduate in the spring as expected but they still managed to start taking classes this fall.
*Lyons reported on the appeals which have been reconciled from 2014 to the present; there were 680 appeals and 93% have been approved; 340 of the appeals came from two colleges; Dr. Reed suggests the council takes up how the departments use appeals to prevent having to change their curriculum and Lyons agrees.
*Lyons reported on the Program of Study which is in testing and bugs were found; it has been fixed and is back in testing for a second go round; testing will also be taking place within The Graduate School.
*Ogaz asked if courses would have to be put in the Program of Study and they will be. Branstetter asked if it could be pre-populated and Chelf stated that it is not possible; Branstetter asked if the program of study can be edited and requests it be made editable; Lyons will pass on the request to IT.
*RFP for enrollment management software is still active and the deadline is November 1; three will be invited to campus to show their products.
*Every GA agreement submitted by the deadline was done by the first day of the semester; Lyons is working on how the GA process will be paperless
*Reported that Laura Upchurch has taken another job and to have patience with records.
*GA was hired in the Graduate School to work on PR and Marketing.

13. Public Comments
*None

14. Announcements & Adjourn

a. Regent Election Thursday, October 12,2017
b. President Caboni will address the new budget and funding model for WKU at the next Senate meeting at 3:45 pm on Thursday, October 19th.

Appendix B

Graduate School final Fall 2017 enrollment report

Final enrollment was 2601, which is -75 compared to the Fall 2016 census data.

Overall enrollment:

Enrollment by Selected Category

Semester	Fall					
Term Description	Census 2012	Census 2013	Census 2014	Census 2015	Census 2016	Census 2017
Selected Category	(N)	(N)	(N)	(N)	(N)	(N)
GR	3,009	2,939	2,719	2,753	2,676	2,601
Total	**3,009**	**2,939**	**2,719**	**2,753**	**2,676**	**2,601**

By residency:

Enrollment by Selected Category

Semester	Fall					
Term Description	Census 2012	Census 2013	Census 2014	Census 2015	Census 2016	Census 2017
Selected Category	(N)	(N)	(N)	(N)	(N)	(N)
Academic Common Market	.	1	.	.	.	.
Foreign Student	249	251	254	317	294	198
Military	.	.	.	9	110	155
Non-res TN Cnty (Scholarship)	43	50	40	36	24	42
Nonresident	596	649	610	568	527	474
Resident	2,088	1,952	1,780	1,785	1,694	1,697
Resident (Exchange Student)	3	.	.	.	.	.
Undeclared	30	36	35	38	27	35
Total	**3,009**	**2,939**	**2,719**	**2,753**	**2,676**	**2,601**

By degree type:

Enrollment by Selected Category

Semester	Fall					
Term Description	Census 2012	Census 2013	Census 2014	Census 2015	Census 2016	Census 2017
Selected Category	(N)	(N)	(N)	(N)	(N)	(N)
Doctorate	146	212	242	289	291	302
Graduate Certificate	261	216	183	210	193	188
Masters	2,324	2,271	2,088	2,055	2,028	1,921
Non-Degree	192	176	137	128	93	121
Rank	64	38	42	44	41	39
Specialist	22	26	27	27	30	30
Total	**3,009**	**2,939**	**2,719**	**2,753**	**2,676**	**2,601**

By academic college:

Enrollment by Selected Category

Semester	Fall					
Term Description	Census 2012	Census 2013	Census 2014	Census 2015	Census 2016	Census 2017
Selected Category	(N)	(N)	(N)	(N)	(N)	(N)
College of Education and Behavioral Sciences	1,126	978	829	807	734	744
College of Health and Human Services	1,029	1,175	1,099	1,050	983	963
Exploratory Studies	71	25	23	20	20	15
Gordon Ford College of Business	106	141	143	150	143	113
Ogden College of Science and Engineering	299	275	298	310	309	250
Potter College of Arts & Letters	264	234	214	196	165	163
University College	114	111	113	220	322	353
Total	**3,009**	**2,939**	**2,719**	**2,753**	**2,676**	**2,601**

By department (sorted alphabetically):

Semester	Selected Category	2012	2013	2014	2015	2016	2017
Fall	99AR: Exploratory/Undeclared	4	2	5	8	2	3
Fall	99BU: Exploratory/Undeclared	83	111	115	118	115	94
Fall	99ED: Exploratory/Undeclared	149	150	143	140	124	126
Fall	99HH: Exploratory/Undeclared	62	93	67	57	39	72
Fall	99IS: Exploratory/Undeclared	9	18	12	17	12	10
Fall	99SC: Exploratory/Undeclared	11	11	9	7	8	4
Fall	Accounting	2	7	11	6	7	7
Fall	Agriculture	20	11	18	12	27	29
Fall	Applied Human Sciences	19	15	14	12	16	27
Fall	Art	2	2	6	2	1	
Fall	Biology	49	51	43	32	32	35
Fall	Chemistry	35	30	26	30	29	23
Fall	Communication	35	23	25	23	14	17
Fall	Communication Sciences and Disorders	226	221	203	180	173	177
Fall	Counseling and Student Affairs	134	145	131	111	96	97
Fall	Diversity and Community Studies	42	39	37	38	41	29
Fall	Economics	21	23	17	26	21	12
Fall	Ed Admin, Leadership, and Research	223	156	117	141	117	121
Fall	English	43	31	27	27	32	31

Fall	Folk Studies and Anthropology	30	30	24	21	17	18
Fall	Geography and Geology	38	33	28	27	27	24
Fall	Graduate College Office	71	25	23	20	20	15
Fall	History	39	38	35	23	17	22
Fall	Kinesiology, Recreation, and Sport	248	284	272	261	248	209
Fall	Mathematics	34	43	42	36	45	38
Fall	Music	15	15	17	21	23	15
Fall	Philosophy and Religion	8	10	5	6	3	1
Fall	Physical Therapy		30	60	90	91	87
Fall	Physics and Astronomy	14	9	7	9	8	7
Fall	Political Science	55	53	44	43	32	22
Fall	Psychological Sciences			38	29	23	22
Fall	Psychology	66	81	47	54	67	74
Fall	Public Health	122	149	149	140	144	137
Fall	School of Engineering and Applied Sciences	98	87	87	128	110	68
Fall	School of Nursing	235	255	221	198	163	155
Fall	School of Professional Studies	63	54	64	165	269	314
Fall	School of Teacher Education	554	446	391	361	330	326
Fall	Social Work	117	128	113	112	109	99
Fall	Sociology	33	30	26	22	24	34
Fall	Total	3,009	2,939	2,719	2,753	2,676	2,601

By academic program (sorted alphabetically):

Semester	Selected Category	2012	2013	2014	2015	2016	2017
Fall	Total	3,009	2,939	2,719	2,753	2,676	2,601
Fall	Accountancy, MACC (#0445)	2	7	11	6	7	7
Fall	Adult Education, CER (#0450)		2	2		6	5
Fall	Adult Education, MAE (#047)	44	49	42	26	15	17
Fall	Advanced Worksite Health Promotion, CER (#0465)				1	1	1

Fall	Aging Studies, CER (#0419)	9	5	4	4	1	3
Fall	Agriculture, MS (#052)	20	11	18	12	27	29
Fall	Applied Economics, MA (#0410)	21	23	17	26	21	11
Fall	Applied Psychology, PSYD (#0476)				12	19	28
Fall	Art Education for Teacher Leaders, MAE (#0443)~	2	2	6	2	1	
Fall	Autism Spectrum Disorders, CER (#0441)	7	8	5	2	2	2
Fall	Biology for Teacher Leaders, MAE (#0442)	1	2	1	2	2	1
Fall	Biology, MS (#056)	48	49	42	30	30	34
Fall	Brewing and Distilling Arts & Sciences, CER (#0486)						1
Fall	Business Administration, MBA (#057)	82	106	110	116	110	87
Fall	Business Core Competencies, CER (#0487)					1	2
Fall	Business Sustainability, CER (#0474)					1	1
Fall	Career Counseling, CER (#0440)~	4	5	5			
Fall	Career Services, CER (#0468)			5	6	1	4
Fall	Chemistry, MS (#059)	35	30	26	30	29	23
Fall	Child and Family Studies, MS (#0489)					5	14
Fall	College and Career Readiness, CER (#1737)						4
Fall	Communicating in Organizations, CER (#0471)				3	1	4
Fall	Communication Disorders, MS (#114)~	220	213	131	40	4	1
Fall	Communication Disorders, R1 (#164)~	6	8	4	4	7	
Fall	Communication, MA (#109)~	23	6	2			
Fall	Community College Faculty Preparation, CER (#162)	1	1		2		2
Fall	Computer Science, MS (#117)	46	33	30	54	51	39
Fall	Counseling, C (#159)	15	18	12	7	4	2
Fall	Counseling, MAE (#043)	32	38	32	34	41	35
Fall	Counselor Education, EDS (#112)		1				
Fall	Creative Writing, MFA (#0478)				6	13	13
Fall	Criminology, MA (#0421)	11	14	17	15	18	22
Fall	Dietetic Practice, CER (#0451)	10	10	10	8	10	10
Fall	Director of Special Education, R1 (#0426)	5	3	7	1		2

Fall	Early Childhood Education, R1 (#156)	1					
Fall	Economic Data Analytics, CER (#0491)						1
Fall	Education and Behavioral Science Studies, MAE (#042)	2	4	6	1	6	6
Fall	Education/UL, CD (#142)	1	1	1			
Fall	Educational Leadership, C (#131)	135	92	54	79	67	66
Fall	Educational Leadership, EDD (#0010)	113	124	121	122	109	106
Fall	Educational Technology, CER (#167)	2	1	6	2		5
Fall	Elementary Education for Teacher Leaders, MAE (#0433)	66	67	61	70	46	38
Fall	Elementary Education Teacher Leader, R2 (#0430)	1	1	1			
Fall	Elementary Education, EDS (#118)~	3	1			1	1
Fall	Elementary Education, MAE (#065)~	33	1				
Fall	Elementary Education, R1 (#084)	3	6	4	2	4	4
Fall	Elementary Education, R2 (#091)~	4					
Fall	Elementary Math Specialization, P-5, CER (#0485)						2
Fall	Engineering Technology Management, MS (#0447)	41	48	50	71	55	28
Fall	English, MA (#067)	39	27	24	18	17	18
Fall	Environmental and Occupational Health Science, MS (#0473)				16	19	16
Fall	Environmental Health and Safety, CER (#0427)	1	3	3	3	2	2
Fall	Exceptional Education - LBD, MAE (#0424)~	42	9		1	1	
Fall	Exceptional Education - MSD, MAE (#0425)~	8	1				
Fall	Exceptional Education, MAE (#107)~	3					
Fall	Facility and Event Management, CER (#0455)	6	2	1	1	6	5
Fall	Family Nurse Practitioner (Post MSN), CER (#0449)	7	5	3	7	10	13
Fall	Folk Studies, MA (#069)	28	29	23	20	17	17
Fall	Gender and Women's Studies, CER (#1712)	4	8	6	10	14	9
Fall	Geographic Information Science, CER (#203)	2	1				
Fall	Geography Education for Teacher Leaders, MAE (#0444)					1	
Fall	Geoscience, MS (#072)	36	32	28	27	26	24
Fall	Gifted Education and Talent Development, EDS (#0490)						4
Fall	Gifted Education and Talent Development, MAE (#0482)				4	22	22

Fall	Health Administration, MHA (#153)	63	78	75	69	70	54
Fall	Historic Preservation, CER (#0423)	2	1	1	1		1
Fall	History Education, MAE (#111)~	2	1				
Fall	History, MA (#078)	37	37	35	23	17	22
Fall	Homeland Security Sciences, MS (#0413)	14	9	7	9	8	7
Fall	Instructional Design, CER (#0418)	5	5	8	9	9	2
Fall	Instructional Design, MS (#0428)	3	10	18	21	18	8
Fall	Instructional Leadership, School Principal, MAE (#151)~	20	2				
Fall	Intercollegiate Athletic Administration, CER (#0481)				5		5
Fall	Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders, MAE (#0461)	1	4	5	4	5	4
Fall	Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, MAT (#0460)	1	9	11	6	6	10
Fall	Interdisciplinary Early Childhood Education, MAE (#0436)~	12	1				
Fall	Interim Non-Degree, ND (#128)	9					
Fall	International Student Services, CER (#0415)	1	2	6	6	1	1
Fall	Kinesiology, MS (#0454)	4	13	22	15	18	22
Fall	Leadership Dynamics, MA (#0422)~	44	17	1	1		
Fall	Leadership Studies, CER (#163)~	19	12	4		1	
Fall	Leadership Studies, MA (#0464)~		25	20	4	1	
Fall	Lean Sigma, CER (#0452)			4	2	3	
Fall	Library Media Education, MS (#083)	110	89	62	73	78	67
Fall	Library Media Education, R1 (#0429)	2	1	3	3	1	1
Fall	Literacy Education, MAE (#044)	22	15	17	16	13	11
Fall	Literacy in Post-secondary Settings, CER (#0462)	1	1	3	3		
Fall	Mathematics, MA (#049)	22	32	33	26	30	26
Fall	Mathematics, MS (#085)	12	11	9	10	15	12
Fall	Measurement, Evaluation and Research, CER (#0488)						1
Fall	Middle Grades Education for Initial Certification, MAT (#0458)		1	2	3	2	1
Fall	Middle Grades Education for Teacher Leaders, MAE (#0434)	17	17	19	21	29	21

Fall	Middle Grades Education, MAE (#139)~	4	1				
Fall	Middle Grades Education, R1 (#158)	2	2				
Fall	Middle Grades Education, R2 (#154)~	1					
Fall	MSD Certification, C (#0477)~				2		
Fall	Music Education for Teacher Leaders, MAE (#0439)~	7	1				
Fall	Music Education, MAE (#089)~	3					
Fall	Music, MM (#0453)	5	14	17	21	23	15
Fall	Non-Degree Arts and Letters, ND (#0002)	4	2	5	8	2	3
Fall	Non-Degree Business, ND (#0001)	1	5	5	2	3	4
Fall	Non-Degree Education, ND (#0005)	34	22	16	17	9	14
Fall	Non-Degree Health and Human Services, ND (#0003)	62	93	67	57	39	72
Fall	Non-Degree Science, ND (#0004)	11	11	9	7	8	3
Fall	Non-Degree University College, ND (#0006)	9	18	12	17	12	10
Fall	Nonprofit Administration, CER (#0463)		11	12	10	7	4
Fall	Not Pursuing a Degree, ND (#126)	62	25	23	20	20	15
Fall	Nurse Administrator (Post MSN), CER (#0420)				1		
Fall	Nursing Education (Post MSN), CER (#172)	3		2	1	1	
Fall	Nursing Practice, DNP (#0011)	32	57	60	65	72	81
Fall	Nursing, MSN (#149)	193	193	156	119	71	50
Fall	Organizational Communication, CER (#175)~	2	1	2			
Fall	Organizational Communication, MA (#0012)	10	16	21	20	13	13
Fall	Organizational Leadership, CER (#1723)			7	8	16	4
Fall	Organizational Leadership, MA (#0467)			32	152	251	310
Fall	Physical Education, MS (#090)~	20	2				
Fall	Physical Therapy, DPT (#0013)		30	60	90	91	87
Fall	Psychiatric Mental Health Nurse Practitioner, CER (#0479)				5	9	11
Fall	Psychology, MA (#092)	50	59	24	20	23	22
Fall	Psychology, MS (#0469)			38	29	23	22
Fall	Public Administration, MPA (#051)	55	53	44	43	32	22
Fall	Public Health, MPH (#152)	58	68	71	51	52	64

Fall	Recreation and Sport Administration, MS (#095)	218	256	237	230	217	173
Fall	Religious Studies, MA (#0446)	8	10	5	6	3	1
Fall	School Administration, EDS (#098)	3	2	3	5	4	1
Fall	School Administration, R1 (#121)	19	7	15	29	25	29
Fall	School Counseling, MAE (#046)	37	41	20	13	13	16
Fall	School Psychology, EDS (#147)	16	22	23	22	25	24
Fall	Secondary Education for Initial Certification, MAT (#0495)		10	16	16	14	16
Fall	Secondary Education for Teacher Leaders, MAE (#0435)	28	42	42	27	22	28
Fall	Secondary Education Teacher Leader, R2 (#0432)			1			
Fall	Secondary Education, EDS (#119)~			1			
Fall	Secondary Education, MAE (#103)~	16	1	1			
Fall	Secondary Education, R1 (#124)	3	2	2	3	2	2
Fall	Secondary Education, R2 (#125)~	3					
Fall	Social Responsibility and Sustainable Communities, MA (#0448)	38	31	31	28	27	20
Fall	Social Work, MSW (#157)	117	128	113	112	109	99
Fall	Sociology, MA (#105)	22	16	9	7	6	12
Fall	Special Education for Teacher Leaders: Learning and Behavioral Disorders, MAE (#0457)	5	19	24	20	20	44
Fall	Special Education Initial Certification: Learning and Behavioral Disorders, MAT (#0456)	2	14	15	12	11	7
Fall	Special Education, LBD, MAE (#0437)~	78	42	15	7		
Fall	Special Education: Moderate and Severe Disabilities, MAE (#0438)	39	44	27	14	7	9
Fall	Speech-Language Pathology, MS (#0466)			68	136	162	176
Fall	Standard Guidance - Rank 1, R1 (#048)	14	8	5	2	2	1
Fall	Student Affairs in Higher Education, MAE (#145)	31	32	46	43	34	34
Fall	Teacher Education, C (#132)	21	18	15	19	17	15
Fall	Teaching English to Speakers of Other Languages, CER (#0416)	4	4	3	3	2	
Fall	Technology Management, MS (#045)~	11	6	3	1	1	1

Appendix C

Academic Policy (Revision)

(Action)

Date: November 09, 2017

College: Graduate Council

Department: Policy Committee

Contact Person: Kristin Wilson, kristin.wilson@wku.edu, 270-745-6143

1. Policy Name: Graduate Catalog (Admission Standards)

2. Description:

2.1 Existing:

Admission Requirements

U.S. baccalaureate degree or higher, or equivalent international degree, from an accredited institution.

Baccalaureate degree cumulative GPA (Grade Point Average) of 2.75 or greater.

Evidence of English proficiency (international students only).

Individual graduate programs may have more stringent and/or additional requirements. Applicants should consult individual graduate program pages in this catalog for specific admission requirements. Contact the program coordinator for applicable deadline information.

2.2 Revised:

Admission Requirements

Degree requirement

Baccalaureate degree or higher, or equivalent international degree, from a regionally accredited institution of higher education.

GPA requirement

Minimum cumulative grade point average (GPA) of 2.75 or greater on baccalaureate degree or equivalent international degree or minimum GPA of 3.0 on a degree higher than a baccalaureate or equivalent international degree.

Language requirement

Evidence of English proficiency (international students only).

Individual programs may have more stringent and/or additional requirements. Applicants should consult individual graduate program pages in this catalog for specific admission requirements. Contact the program coordinator for applicable deadline information.

3. Rationale for proposed policy:

3.1 Students who have previously and successfully completed the rigors of a graduate program have demonstrated they have the ability and potential to be successful in a graduate program at WKU. This change will allow for more flexibility in evaluating candidates who have applied for admission to the WKU Graduate School.

4. Impact on existing academic or non – academic policies:

4.1 Impact on policies: no negative impact anticipated.

4.2 Impact on populations that may be affected: A positive impact on students who did not achieve a high enough undergraduate GPA sufficient to be accepted into a WKU graduate program, but did successfully complete a graduate program at another institution. This demonstrates their ability to be successful in graduate course work. This will provide these students an opportunity to seek another graduate degree whereas before they would not have had that opportunity.

5. Term of implementation: Fall 2018

6. Dates of committee approvals:

Graduate Council Policy Committee	Passed 11/9/2017
Graduate Council	
University Senate	

Note: The proposal was read at the November 9th meeting, and after discussion, the Council decided a first and second reading was warranted. The Nov. 9th reading is considered the first reading. Since the Nov. 9th meeting, Scott Lyons, Graduate Dean, has requested that the policy change be pulled and no action taken.

Appendix D

Graduate Council Curriculum Report

(Graduate Council Meeting 11/9/17)

Course Changes Pending Approval from University Senate

Code	Field	Old Value	New Value
FACS 580	Repeatable	No	Yes
	allcodes	FACS 580 CFS 580	FACS 580
	Contact(s)		Kathy Croxall | kathy.croxall@wku.edu | 270-745-3997
	Term for implementation		201810
	For maximum credits		6
	Number of repeats		1
	Departmental Restrictions		Approval of advisor required
	Reason for developing the proposed course		It is highly possible that some students will feel the need to repeat the internship a second time to complete an internship project.
	Learning outcomes		1 | Utilize theory and previous research to create or adapt and implement a project at their work or site location. 2 | Evaluate a project for effectiveness in both learning and presentation. 3 | Critically evaluate a project and propose adaptations for future use. 4 | Demonstrate skills for a professional oral presentation.
	Content outline		1 | Institutional Review Board Submission 2 | Applicable Theory 3 | Brief Literature Review 4 | Project Completion 5 | Project Evaluation
	Reviewer Comments		
GEOS 511	Course prefix (subject area)	GEOL - Geology	GEOS - Geoscience
	Course Code	GEOL 511	GEOS 511
	allcodes	GEOL 511	GEOS 511
	Contact(s)		M. Royhan Gani | royhan.gani@wku.edu | 270-745-5977
	Term for implementation		Fall 2018
	Reason for developing the proposed course		All of our graduate courses have a prefix of GEOS.

Program Changes Pending Approval from University Senate

Code	Field	Old Value	New Value
0446	Proposed Action	Active	Suspended
	Contact Person		Jeffrey Samuels | jeffrey.samuels@wku.edu | 2707455744
	Term of Implementation		2018-2019
	Reason for changing this program		The religious studies program is down two faculty lines. Given the current staffing, the department has insufficient resources to serve both its graduate students, its undergraduate majors and minors, and the Colonnade program. Thus, we are asking to suspend the MA program with the hope that with an increase in faculty lines, we will be able to reinstate it.
	Additional Information		The suspension of the MA in religious studies will have a minimum, if any, effect on other programs or departments.
	Reviewer Comments		
1711	Proposed Action	Active	Suspended
	Contact Person		Jeffrey Samuels | jeffrey.samuels@wku.edu | 2707455744
	Term of Implementation		2018-2019
	Reason for changing this program		The religious studies program is down two faculty lines. Given the current staffing, the department has insufficient resources to serve both its graduate students, its undergraduate majors and minors, and the Colonnade program. It is our hope that with an increase of faculty lines down the road, we will be able to reinstitute the Certificate.
	Additional Information		The suspension of the MA in religious studies will have a minimum, if any, effect on other programs or departments.
	Reviewer Comments		

	Learning outcomes		1 | Upon successfully completing this course, students will be able to:\\n1. articulate an understanding of the scientific method and knowledge of natural science and its relevance in our health, well-being, and quality of life.\\n2. develop a capacity for critical and logical thinking. \\n3. understand and apply mathematical skills and concepts to science.\\n4. effectively express themselves in written and oral form on topics of geology and inter-related science subdisciplines (chemistry/physics/biology).\\n5. demonstrate the ability to think critically about natural processes and their social and economic issues through either writing or discussion.\\n6. locate and use information on geology and the natural sciences on topics from a variety of sources, which could include peer-reviewed literature and popular public media electronic sources.\\n7. demonstrate ability to quantitatively and qualitatively describe the interactions of Earth Systems and their impact on weather, past- present- and future- climate, biodiversity, provenance, and landform formation.\ \n8. demonstrate the ability to integrate knowledge of data analysis and their significance in a coherent and meaningful manner.\\n9. critically evaluate data from a variety of sources and understand their limitations and inherent errors.
	Content outline		1 | Understanding of natural aspects and environments of the Earth, scientific methods and basic geological principles. In particular, this course explores the interaction among geology, people and environment including Earth materials, internal and external physical, chemical and bio-geological processes that are responsible for forming and shaping the Earth, and Earth's evolution through\ \ndeep times and present geologic time.
	Reviewer Comments		
GEOS 545	Course prefix (subject area)	GEOL - Geology	GEOS - Geoscience
	Course Code	GEOL 445G	GEOS 545
	Course number	445G	545
	allcodes	GEOL 445G	GEOS 545
	Contact(s)		M. Royhan Gani | royhan.gani@wku.edu | 270-745-5977
	Term for implementation		Fall 2018
	Reason for developing the proposed course		For a better distinction of the graduate course number from that of the con-convened undergraduate course. Also, all of our graduate courses have a prefix of GEOS.

	Learning outcomes		1 | Upon completion of this course the student will be able to:\\n• Understand low temp geochemical processes of surface water and groundwater\\n• State the basic conventions for concentration units and considerations of solutions typifying many waters in the natural world such as activity and effective activity, common ion effect, ionic strength etc.\\n• Possess knowledge of the role that inorganic ions and organic compounds have in natural waters as these relate to water resources, extractive minerals industry, agriculture and others \\n• Understand chemical equilibrium and how a system may or may not be at equilibrium\\n• Relate to how fast or slow geologic and non-geologic reactions occur in context of reaction kinetics\ \n• Know and appreciate basic thermodynamics and geochemical cycles (N, O, C, P etc.)\\n• Be able to read and digest journal articles that focus on various applications of isotopic geochemistry (e.g., "heavy vs. light", fractionation, radiogenic, stable, unstable isotopes etc.)\\n• Possess basic procedural knowledge of physical chemistry and analytical techniques.\\n• Understand sediment/ rock/water interaction including diagenesis and weathering\\n• Recognize the variation in the stability of silicates\\n• Make basic computations in the aqueous carbonate system and be able to predict dominant aqueous species as a function of pH\\n• Place clay minerals in the context of being special physiochemical attributes that dramatically affect many aqueous reactions\\n• Explain the concept of chemical divides\\n• Recognize that it is possible to back calculate watershed geology from water chemistry\\n• Solving acid-mine drainage (AMD) problems\\n• Understand why waters possess certain signatures and how to differentiate between polluted and 'natural' waters (i.e. procedures for establishing "background" concentrations)\\n• Relate near surface or groundwater chemistry to diagenetic or authigenic minerals in rocks\\n• Understand the basics of paragenetic sequences and changing chemical regimens in rocks through time\ \n• Be able to construct activity-activity diagrams as a way to understand mineral and water interaction
	Content outline		1 | The Hydrologic Cycle \\nReview of Thermodynamics \\nDebye-Huckel Theory/ Activities/Concentrations \\nThe Carbonate System \\nClay Minerals Cation Exchange, \\nColloids the Double Layer Effect\\nAdsorption Basics Isotherms Complexing \\nOrganics in Natural Waters\\nKinetics of Geochem Processes\\nStable Isotopes\\nEvaporites Saline Waters\\nBasics of Transport Reaction Modeling \\n
	Reviewer Comments		
GEOS 560	Course prefix (subject area)	GEOL - Geology	GEOS - Geoscience
	Course Code	GEOL 415G	GEOS 560
	Course number	415G	560
	allcodes	GEOL 415G	GEOS 560
	Contact(s)		M. Royhan Gani | royhan.gani@wku.edu | 270-745-5977

	Term for implementation		Fall 2018
	Reason for developing the proposed course		For a better distinction of the graduate course number from that of the con-convened undergraduate course. Also, all of our graduate courses have a prefix of GEOS.
	Learning outcomes		1 | Understand major contributing factors for the occurrence and distribution of various geohazards \\nDescribe basic near surface geology and soil (Quaternary geology) for site characterization\ \nMap basic contaminant plumes and understand foundational concepts related to fate and transport \\nPrepare earth material and hydrogeology reports for regulatory agencies and/or clients\\nDescribe basic groundwater and soil remediation methods and regulatory/policy frameworks\\nDescribe common strength of material parameters in engineering geology\\n
	Content outline		1 | Near-surface stratigraphy sedimentation interpretative techniques as related to unconsolidated and bedrock hydrogeologic systems, understanding contaminant sources and basic contaminant hydrogeology including software application, discussion of techniques/tools for environmental geology consulting, and exposure to processes responsible for geologic hazards and mitigating geohazards and humans interacting with the geological environment. Case studies and interactive computer exercises will provide the student with hands on experience in integration of scientific methodologies, decision making, and also environmental ethics and resource management. Relationship between human activity and Earth including sustainability.
	Reviewer Comments		
GEOS 561	Course prefix (subject area)	GEOL - Geology	GEOS - Geoscience
	Course Code	GEOL 440G	GEOS 561
	Course number	440G	561
	allcodes	GEOL 440G	GEOS 561
	Contact(s)		M. Royhan Gani | royhan.gani@wku.edu | 270-745-5977
	Term for implementation		Fall 2018
	Reason for developing the proposed course		For a better distinction of the graduate course number from that of the con-convened undergraduate course. Also, all of our graduate courses have a prefix of GEOS.
	Learning outcomes		1 | • Students will develop an understanding of scientific research concepts\\n• Students will develop an understanding of the various components and processes\\nassociated with the behavior of groundwater in a variety of geological environments\\n• Students will gain an understanding of how techniques from mathematics and\\nphysics can be used to describe and provide deeper understanding of natural\\nprocesses \\n• Students will be learn about principles of aqueous geochemistry and how these can\\nbe used to understand and describe the processes that influence natural water\\nchemistry and quality

	Content outline		1 | This course is a qualitative and quantitative introduction to the behavior of groundwater.\ \nThe physical and chemical processes that affect underground water will be studied, and\\nwith this information we will develop an understanding of why groundwater behaves as\\nit does.\\nHydrogeology is a quantitative science in many aspects, and relevant mathematical\\nconcepts will be explained or reviewed. Students should be familiar and comfortable\\nwith basic algebraic manipulations at the start of the semester. Part of the purpose of \\nthe course is to explore, and understand deeply, how mathematical tools can be used to\\nstudy and describe the behavior of water and by way of this example, in geology and\\nscience more generally.
	Reviewer Comments		
GEOS 563	Prerequisites	| | GEOL 308 | D | UG | |	
	Course prefix (subject area)	GEOL - Geology	GEOS - Geoscience
	Course Code	GEOL 485G	GEOS 563
	Course number	485G	563
	allcodes	GEOL 485G	GEOS 563
	Does this course have prerequisites	Yes	No
	Contact(s)		M. Royhan Gani | royhan.gani@wku.edu | 270-745-5977
	Term for implementation		Fall 2018
	Reason for developing the proposed course		For a better distinction of the graduate course number from that of the con-convened undergraduate course. Also, all of our graduate courses have a prefix of GEOS.
	Learning outcomes		1 | Upon completion of this course in a satisfactory manner the student will be able to:\\n· Understand basic depositional settings associated with fossil fuels\\n· Define what a petroleum system is, what a petroleum play is and basic tools needed to assess these\\n· Recognize the differences between conventional and unconventional fossil fuel resources and how technology is changing our exploitation of these resources\\n· Discuss trends in extraction of conventional oil and gas versus unconventional oil and gas and some of the environmental concerns associated with this change\\n· Recognize the various ranks of coal and similar thermal indicators used such as vitrinite reflectance to discern basin thermal history\\n· Become proficient using the KGS online database to search for various fossil fuel records
	Content outline		1 | Basic geology associated with important fossil fuels such as oil, gas, oil (and gas) shale, coal, and asphalt rock. The course will provide the student with a survey of various depositional and tectonic settings associated with the formation of fossil fuels, fossil fuel geographic distribution, select drilling or mining methods associated with fossil fuel extraction as well as discussion of sustainability and environmental stewardship associated with consumption of fossil fuels.
	Reviewer Comments		
GEOS 565	Course prefix (subject area)	GEOL - Geology	GEOS - Geoscience

	Course Code	GEOL 465G	GEOS 565
	Course number	465G	565
	allcodes	GEOL 465G	GEOS 565
	Contact(s)		M. Royhan Gani | royhan.gani@wku.edu | 270-745-5977
	Term for implementation		Fall 2018
	Reason for developing the proposed course		For a better distinction of the graduate course number from that of the con-convened undergraduate course. Also, all of our graduate courses have a prefix of GEOS.
	Learning outcomes		1 | • Understand basic geophysical tool theory and application for seismic, gravity, magnetic, electromagnetic, and various electrical surveys.\\n• Collect basic field data, understand the processing needed to interpret the subsurface and provide a viable model of a given series of identified subsurface anomalies.\\n• Discern the limitations of geophysical surveys, and understand the need for multiple methods to make the best attempt at arriving at a unique solution for a given geophysical model.\\n• Read regional gravity, magnetic and similar aerial geophysical maps and be able to relate these to orogenic fronts, basement rock discontinuities and continuities, depositional basin configuration, heat flow and crustal rigidity, density etc.\\n• Develop a geophysical sampling plan specific to suspected subsurface anomalies or targets.\\n
	Content outline		1 | Intro Plate Tectonics \\nSeismic Waves \ \nSeismic Refraction \\nSeismic Reflection \ \nStruct Tectonic Interpretation \\nEarthquake Seismology \\nGravity \\nMagnetics \\nHeat Flow \ \nElectrical Resistivity \\nSpontaneous Potential \ \nInduced Potential \\nElectromagnetics \\nGround Penetrating Radar\\n
	Reviewer Comments		
GEOS 570	Course description	Deformational structure and style of various crustal regions. Regional tectonics of North America is emphasized.	Active and past global tectonic activities and environments, recent advances in the field of tectonics, mantle plumes and processes, current plate motions, implication of tectonics for environmental changes and natural hazards, natural resources, large igneous provinces (LIPs), rifted continental margins, oceanic ridges, geothermal energy, subduction and transform zones, past and present orogeny, North American tectonics, sedimentary basins, tectonic geomorphology, thermochronology and interplay between climate-tectonics and landforms.
	Course prefix (subject area)	GEOL - Geology	GEOS - Geoscience
	Course Code	GEOL 470G	GEOS 570
	Course number	470G	570
	allcodes	GEOL 470G	GEOS 570
	Contact(s)		M. Royhan Gani | royhan.gani@wku.edu | 270-745-5977
	Term for implementation		Fall 2018
	Reason for developing the proposed course		For a better distinction of the graduate course number from that of the con-convened undergraduate course. Also, all of our graduate courses have a prefix of GEOS.

	Learning outcomes			1 | -gain robust understanding on North American tectonics past and present. \\n-understand processes of past tectonic events to gain insight into present tectonic environments.\\ndevelop understanding on advances in active tectonics, paradigms, and enigmas. \\n-understand tectonic significance for natural resources, hazards and human-earth interaction. \\n-develop robust understanding on the tectonic processes and their controls on landscape surface evolution and how it works within earth-system feedback. \\n-develop critical thinking skills for writing scientific paper through addressing research problems, tectonic data and analysis. \\n-familiarize about the cutting-edge tools to measure and interpret tectonic problems. \ \n-utilize tectonic background for future career in the industry, teaching, and/or research tracks.
	Content outline			1|TECTONICS is a fascinating interdisciplinary course that not only motivates academia, but also draws governmental and private agencies who are interested in mineral, petroleum resources, and mitigating natural hazards. This course will provide you the robust understanding of global tectonics, directly or indirectly influencing all components of Earth's systems, a plate tectonic paradigm to understand Earth's evolution. You will be able to gather in-depth knowledge in active and past global tectonic activities and environments, recent advances in the field of tectonics, mantle plumes and processes, current plate motions, implication of tectonics for environmental changes and natural hazards, natural resources, large igneous provinces (LIPs), rifted continental margins, oceanic ridges, geothermal energy, subduction and transform zones, past and present orogeny, North American tectonics, sedimentary basins, tectonic geomorphology, thermochronology and interplay between climate-tectonics and landforms.
	Reviewer Comments			
LEAD 595			New	
PS 554			New	
PS 564			New	

Appendix E

Whereas the Graduate Council is concerned about the timely processing of graduate audits ensuring that students graduate on time;

Whereas the Graduate Council is concerned that undue delays in the processing of graduate audits could hold up the documentation of graduation necessary for graduates to compete for limited, time-sensitive job postings;

Whereas Graduate Records has three positions: an Associate Director, a Graduate Records Specialist, and a Graduate Records Assistant;

Whereas the person in the Graduate Records Specialist resigned recently, worsening the chronic understaffing of the Graduate School;

Whereas the Graduate School was denied the request to fill the position;

Whereas SACSCOC requires that WKU adhere to its stated policies, including the WKU catalog policy that "degrees and certificates will be mailed within 3-6 weeks after the conclusion of the term;"

Whereas over the past three years, nearly 3,000 manual audits were conducted, ensuring that nearly 1,000 students were eligible for graduation (2014-2015, 927; 2015-2016, 977; 2016-2017, 997);

Whereas accomplishing the required work is a logistical impossibility within a 40 hour work week;

Whereas, the degree audits are only part of the Specialist's responsibilities, which also include processing and approving graduate programs of study, articulating graduate transfer credit, supervising the Graduate Records Assistant, serving as point of contact for all graduate advisors, and other duties related to maintaining the Graduate Catalog and supporting the curriculum workflow process.

Resolved, that the WKU Graduate Council urges the Provost to reconsider his decision to deny filling the Graduate Records Specialist position, given, as demonstrated above, the position meets the criteria named by the Personnel Actions Approval Committee, specifically meeting critical needs (e.g., degree audits), adhering to strict standards for strategic need (e.g., accreditation standards), and fulfilling essential services for graduate education (e.g., support of graduate students and graduate faculty).

Note: The resolution was passed unanimously by Graduate Council at the November 9th meeting. Graduate Council asked the University Senate to support the resolution by passing a resolution in support at their November 16th meeting. They did not. The support resolution was tabled indefinitely. There were two dissenting votes (meaning in support of the support resolution): Kirk Atkinson and Matt Shake.