

Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: December 2012

FROM: Graduate Studies and Research

The Graduate Council submits the following items from the **November 8, 2012** meeting for consideration. Items marked with an asterisks [*] are information items.

- I. Create a Temporary Course
 - *SPED 595 Advanced Preparation Capstone for Special Education
- II. Create a New Course
 - LME 589 Field Experience in Library Media Education
 - SPED 595 Advanced Preparation Capstone for Special Education
 - ICSR 515 Utopias, Dystopias, and Intentional Communities
 - ICSR 525 Place & the Problem of Healing
 - ICSR 579 Independent Study
- III. Reactivate a Suspended Course
 - COMM 562 Special Topics in Intercultural Communications
- IV. Revise Course Prerequisites/Corequisites
 - LME 592 Internship in LME
- V. Revise a Program
 - Library Media Education, Ref. #083
 - Master of Science in Instructional Design, Ref. #0428
 - Master of Social Work, Ref. #157
 - Master of Arts in Religious Studies, Ref. #0446
 - Gender Women's Studies Graduate Certificate, Ref. #1712
 - Master of Arts in Social Responsibility and Sustainable Communities, Ref. #0448

**College of Education and Behavioral Sciences
Department of Exceptional Education
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Gail Kirby gail.kirby@wku.edu 745-3746

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: SPED 595
- 1.2 Course title: Advanced Preparation Capstone for Special Education
- 1.3 Abbreviated course title: Advanced Prep Cap SPED
- 1.4 Credit hours: 3
- 1.5 Schedule type: N
- 1.6 Prerequisites: Passing score on required Praxis II exams for appropriate Kentucky certification prior to enrolling. By instructor permission only.
- 1.7 Course description:

A capstone course in the SPED program for advanced candidates seeking an additional teacher certification area. Practice in implementing instructional skills and procedures. Field observation hours required.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis:

Currently, all graduate students in the SPED program, both initial certification and advanced certification, take EXED 590- Advanced Internship in Special Education. Kentucky's Education Professional Standards Board (EPSB) has set new guidelines for initial certification of teachers effective September, 2012. These guidelines include specific demands for initial certification students in a supervised field placement with specific parameters that are appropriate for the current course, EXED 590. Those parameters are not appropriate for the advanced candidate who has already served a student teaching experience and is already qualified to teach. The needs of these two groups of students are significantly different enough to warrant a separation of the two. To meet advanced students' needs, the proposed course, SPED 595-Advanced Preparation Capstone for Learning and Behavior Disorders, has been developed. This temporary course would allow faculty to meet the EPSB effective dates of Fall 2012.

- 2.2 Relationship of the proposed course to courses offered in other academic units:

Other programs have capstone courses, but none will meet the needs of advanced students in the content area of learning and behavior disorders with the skills and knowledge in this content area. This course is planned to be the capstone course for teachers who already hold a valid teaching certificate and are completing their course of study for certification to teach P-12 LBD students.

3. Description of proposed course

- 3.1 Course content outline

- Link K-12 LBD student results to instructional practice using WKU Teacher Work Sample.
- Reflect on skills and knowledge mastered in course work while observing/teaching in a special education setting.
- Develop a Professional Growth Plan (PGP) citing areas of strength and areas requiring additional professional development in order to strengthen skills for teaching students with LBD.

- 3.2 Tentative text(s)

McCarney, S. B. (1993). *The pre-referral intervention manual*. Columbia, MO: Hawthorne.

4. Second offering of a temporary course (if applicable)

4.1 Reason for offering this course a second time on a temporary basis: must be created to accommodate registration, and there is insufficient time to complete the new course approval process

4.1 Term course was first offered: Fall 2012

4.2 Enrollment in first offering: 19

5. Term of Implementation: Spring 2013

6. Dates of review/approvals:

_____ Department/Division: _____ 10/17/12 _____

_____ Curriculum Committee _____ 10/02/12 _____

_____ Dean _____ 10/17/12 _____

GC Chair _____ 10/22/12 _____

Provost: _____

Attachment: Course Inventory Form

***See Library Resources attached to New Course proposal for SPED 595**

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)**

Contact Person: Cynthia Houston, Cynthia.houston@wku.edu, 270.745.6501

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: LME 589
- 1.2 Course title: Field Experience in Library Media Education
- 1.3 Abbreviated course title: Field Exp LME
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: P
- 1.6 Prerequisites: Permission of the instructor; admission to professional education
- 1.7 Course catalog listing: Field experience in an appropriate setting under supervision of a certified library media specialist for LME students seeking initial Kentucky teaching certification in school library media at the graduate level.

2. Rationale:

- 2.3 Reason for developing the proposed course: Students who seek school library certification but do not have prior teaching certification must complete 200 field experience hours prior to student teaching. The proposed LME 589 course will allow the Library Media Education (LME) faculty to better meet the needs of initial certification students and provide the required field hours mandated by the Education Professional Standards Board (EPSB). The EPSB has recently increased the number of required field hours prior to the student teaching experience, so the proposed course is an effort to address and document this new requirement. This course will be a requirement for students who do not have teacher certification and who are seeking initial certification in LME.
- 2.4 Projected enrollment in the proposed course: Based on past enrollments of students seeking initial certification via the LME Master's degree, we expect less than 5 students per academic year. These students will be managed by existing staff and school partners in manner similar to the LME practicum class.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will resemble the LME 590 Practicum course, but will not be the capstone course. The course design will allow for an extended experience in the field meeting the requirements of the Commonwealth of Kentucky for a 200-hour field experience prior to the LME 592 Internship in LME course. While Exceptional Education (EXED 590), Interdisciplinary Early Childhood Education (IECE 524), Literacy (LTCY 695), and Middle Grades Education (EDU 590) are practicum courses at the graduate level, they are specific to a professional area, and none requires completion of 200 hours of field experience.
- 2.4 Relationship of the proposed course to courses offered in other departments: Programs in Educational Administration and Leadership (EDAD 598), Counseling and Student Affairs (CNS 590, CNS 591), Psychology (PSY 662), and many other disciplines offer practicum courses specific to a professional area. However, these courses do not provide an option for the initial certification of Library Media Education students and do not require completion of 200 hours of field experience.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Murray State University (LIB 621), and Eastern Kentucky University (LIB 870) offer practicum courses for students in Library Media Education graduate degree or Rank I programs, but not as part of initial certification at the master's degree level and do not include 200 hours of field experience required by the Commonwealth of Kentucky for initial certification. It is necessary for the LME program to develop this course because currently it is the only program in the state providing initial certification in LME to students without prior teacher certification.

3. Discussion of proposed course:

- 3.1 Course objectives: At the conclusion of the course, students will be able to
- Apply knowledge and skills in library media education to experiences in a supervised internship setting,
 - Demonstrate teaching and student management competencies expected of a beginning teacher,
 - Plan and carry out activities in each of the five standards areas of the American Association of School Librarians standards (AASL).
 - Apply knowledge of the Library Media Education field to develop a Professional Planning Document based on AASL standards
- 3.2 Content outline:
- Overview of the Field Hour Experience
- Expectations of Internship activities
- Expectations of cooperating media specialists
- Completion of required forms and field reflections
- Overview of Instructional Practices in the Library
- Overview of Models of Student Behavior Management in the Library
- Overview of the Professional Planning Document Process
- Overview of Professional Planning Document and Concept of Reflective Practice
- Review of AASL Professional Standards
- Review of Portfolio Planning Document Instructions and Rubric
- 3.3 Student expectations and requirements:
- Complete and pass course assignments
- Document a minimum of 200 hours of field experience activity
- Complete other assignments related to AASL program standards, instruction in the library, and student behavior management
- 3.4 Tentative texts and course materials:
- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Association of School Librarians. American Library Association.
- Intellectual freedom statements and policies*. Retrieved from <http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementspolicies.cfm>
- American Association of School Librarians (2009). *Position statements*. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/positionstatements.cfm>
- Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--part 2: From Library-focused to information-focused. *School Library Media Activities Monthly*. 25(9), 22-26.
- Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--part 3: From access measured to evaluation-measured. *School Library Media Activities Monthly*. 25(10), 25-28.
- Erikson, R. & Markuson, C. (2009). *Designing a school library media center for the future*. (2nd Ed.). Chicago: ALA Editions.
- Wiggins, G., & McTighe, J. (2008). Put understanding first. *Educational Leadership*. 65(8), 36-41.
- Zmuda, A., & Harada, V. (2008). Reframing the library media specialist as a learning specialist. *School Library Media Activities Monthly*. 24(8), 42-47.

4. Resources:

- 4.1 Library resources: No additional library resources required
- 4.2 Computer resources: No additional computer resources required

5. Budget implications:

- 5.1 Proposed method of staffing: As enrollment will be minimal, students will be managed by existing staff and school partners in manner similar to the LME practicum class.
- 5.2 Special equipment needed: None needed

- 5.3 Expendable materials needed: None needed
5.4 Laboratory materials needed: None needed

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

School of Teacher Education:	<u>09/14/2012</u>
CEBS Curriculum Committee	<u>10/02/2012</u>
Professional Education Council	<u>10/10/2012</u>
Graduate Council	<u>11/08/12</u>
University Senate	_____

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 9/7/2012

Proposed Course Name and Number: LME 589, Field Experience in Library Media Education

Current Library holdings in support of the course are:

 X adequate inadequate*
 library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, IL: American Association of School Librarians. American Library Association.

Intellectual freedom statements and policies. Retrieved from

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementspolicies.cfm>

American Association of School Librarians (2009). *Position statements*. Retrieved from

<http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/positionstatements.cfm>

Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--part 2: From Library-focused to information-focused. *School Library Media Activities Monthly*. 25(9), 22-26.

Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--part 3: From access measured to evaluation-measured. *School Library Media Activities Monthly*. 25(10), 25-28.

Erikson, R. & Markuson, C. (2009). *Designing a school library media center for the future*. (2nd Ed.). Chicago: ALA Editions.

Wiggins, G., & McTighe, J. (2008). Put understanding first. *Educational Leadership*. 65 (8), 36-41.

Zmuda, A., & Harada, V. (2008). Reframing the library media specialist as a learning specialist. *School Library Media Activities Monthly*. 24(8), 42-47.

II. Key journal titles needed/recommended: journals in electronic journals collection are sufficient

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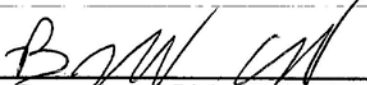
Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.


Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>

Cynthia Houston Cynthia.houston@wku.edu
Faculty Member Proposing Course


Bryan Carson, Liaison Librarian


Coordinator, Collection Services

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)**

Contact Person: Gail Kirby gail.kirby@wku.edu 745-3746

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: SPED 595
- 1.2 Course title: Advanced Preparation Capstone for Special Education
- 1.3 Abbreviated course title: Advanced Prep Cap SPED
- 1.4 Credit hours: 3
- 1.5 Schedule type: N
- 1.6 Prerequisites: Passing score on required Praxis II exams for Kentucky LBD or MSD certification (appropriate to student's program) prior to enrolling; and instructor permission.
- 1.7 Course description:
A capstone course in Special Education for advanced candidates seeking an additional teacher certification area. Practice in implementing instructional skills and procedures. Field observation hours required. Fee may apply.

2. Rationale

- 2.1 Reason for developing the proposed course:
Previously, all graduate students in Learning and Behavior Disorders (LBD) programs, both initial certification and advanced certification, took EXED 590- Advanced Internship in Special Education. Beginning September, 2012, Kentucky's Education Professional Standards Board (EPSB) set new guidelines for initial certification teacher education programs. These guidelines include specific demands for initial certification students in a supervised field placement with specific parameters that are appropriate for the current course, SPED 590. Those parameters are not appropriate for the advanced certification student who has completed a teacher education program including student teaching and holds a valid teaching certificate. The needs of these two groups of students are significantly different enough to warrant separation of the two. To meet advanced certification students' needs, the proposed course, SPED 595-Advanced Preparation Capstone, has been developed as a temporary course, which allowed faculty to meet the EPSB effective dates of Fall 2012. The purpose of this proposal is to make the official program change in the advanced certification program. The proposed course is designed to be taken by students in both the LBD program and the Moderate/Severe Disabilities (MSD) program.
- 2.2 Projected enrollment in the proposed course: 25 per offering, based on average program enrollment of last four years.
- 2.3 Relationship of the proposed course to courses offered by the department:
Other programs have capstone courses (TCHL 560: Action Research Capstone for Teacher Leaders; GTE 538: Practicum for Teachers of Gifted Students; LTCY 695: Internship in Literacy Supervision), but none will meet the needs of advanced certification students in the content areas of Learning and Behavior Disorders (LBD) or Moderate and Severe (MSD) with the skills and knowledge in the respective content areas. This course is planned to be the capstone course for teachers who already hold a valid teaching certificate and are completing their course of study for certification to teach P-12 LBD or P-12, MSD students.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Several programs offer capstone courses; some examples are: CD 590: Clinical Internship; PSY 592: Psychology Internship; PSY 662: Practicum-Field Placement; CNS 590 or 591: Practicum in Counseling; and CNS 595: Internship in Career Counseling. No courses in other departments focus specifically on a field-based experience for previously certified P-12 teachers in need of advanced skills and knowledge in the area of LBD or MSD content.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A special education capstone course is a typical offering found in both benchmark universities as well as other

Kentucky universities. Field-based experience is a necessary component of similar programs; this is apparent as indicated by the examples below.

Benchmark Universities	SPED LBD Language Intervention
Northern Kentucky University	EDS 588: Professional Laboratory Experiences
Towson University	SPED 741: Internship & Portfolio Development
Indiana State University	ELED 678: Teacher as Reflective Practitioner
Northern Arizona University	DIS 608: Fieldwork Experience
Kentucky Universities	
EKU	ETL 804: Teacher Leader Capstone
UK	EDS 632: Advanced Practicum in Moderate and Severe Disabilities
Morehead	EDTL 690: Teacher Leader Capstone

3. Discussion of proposed course

3.1 Course objectives: This course is designed as a capstone experience through field observations for previously certified teachers who are adding LBD or MSD certification.

At the conclusion of this course, students will be able to exhibit the following learning outcomes:

- Plan and execute lesson plans for students with disabilities; reflect on those practices
- Link K-12 LBD or MSD student outcomes to instructional practice using WKU Teacher Work Sample.
- Reflect on skills and knowledge mastered in course work while observing/teaching in a special education setting.
- Develop a Professional Growth Plan (PGP) citing areas of strength and creating goals for professional development in order to strengthen skills for teaching students with LBD or MSD.

3.2 Content outline:

- Teacher roles, dispositions, practices, program descriptions, and evaluations for both general education and special education.
- Universal Design for Learning Framework to lesson development and use with the WKU Teacher Work Sample
- Theory supporting inclusion practices including co-teaching models
- Professional Development Plan encompassing the CEC Standard 5: Advance their knowledge and skills regarding the education of individuals with exceptionalities
- The grading process for exceptional learners (the fair, accurate, and legal way to adapt current practices)
- IDEA requirements for an Individual Educational Plan (IEP).

3.3 Student expectations and requirements: Student learning will be evaluated based on a combination of papers, projects, and performance in supervised field experiences.

3.4 Tentative text(s)

McCarney, S. B. (2006). *Pre-Referral Intervention Manual Third Edition*. Columbia, MO: Hawthorne.

4. Resources:

4.1 Library resources: Existing library resources are sufficient.

4.2 Computer resources: Existing electronic resources are sufficient.

5. Budget Implications:

- 5.1 Proposed method of staffing: Current staffing is adequate at the present time. There will be no additional students for this course. The same students who will take this course would have previously taken SPED 590 and the same instructor and practitioners who teach and supervise in SPED 590 will teach and supervise in SPED 595. Therefore, no additional staffing is required for this course.
- 5.2 Special equipment needed: Current equipment offered by the College of Education and Behavioral Sciences will be appropriate.
- 5.3 Expendable materials needed: Current resources are adequate.
- 5.4 Laboratory materials needed: Current resources are adequate.

6. Proposed term for implementation: Spring 2013

7. Dates of prior committee approvals:

School of Teacher Education	<u>9/14/2012</u>
CEBS Curriculum Committee	<u>10/02/2012</u>
Professional Education Council	<u>10/10/2012</u>
Graduate Council	<u>11/08/12</u>
University Senate	_____

Attachment: Course Inventory Form

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: October 16, 2012

Proposed Course Name and Number: SPED 595: Advanced Prep Cap SPED

Current Library holdings in support of the course are:

 X adequate inadequate*
 library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

Special Education Practicum

- Baumgart, D., & Ferguson, L., (1991). Personnel preparation: Directions for the next decade. In L. Meyer, C. Peck, & L. Brown (Eds.), *Critical issues in the lives of persons with disabilities* (pp. 313–352). Baltimore: Brookes.
- Billingsley, B. S., & Tomchin, E. M. (1992). Four beginning LD teachers: What their experiences suggest for trainers and employers. *Learning Disabilities Research and Practice*, 7(2), 104–112.
- Bloom, L., & Bacon, E. (1995). Using portfolios for individual learning and assessment. *Teacher Education and Special Education* 18,(1), 1–9.
- Borko, H., & Mayfield, V. (1995). The roles of the cooperating teacher and university supervisor in learning to teach. *Teaching and Teacher Education*, 11, 501–518.
- Brownell, M. T., Sindelar, P. T., Bishop, A. G., Langley, L. L., & Seo, S. (2002). Special education teacher supply and teacher quality: The problems, the solutions. *Focus on Exceptional Children*, 35(2), 1–16.
- Conderman, G., Katsiyannis, A., & Franks, D.v(2001). Program assessment practices in special education teacher preparation programs. *Preventing School Failure*, 45(4), 182–186.
- Cruikshank, D. R., & Armaline, W. (1986). Field experiences in teacher education: Considerations and recommendations. *Journal of Teacher Education*, 37, 34–40.
- Darling-Hammond, L. (2003). Keeping good teachers—why it matters, what leaders can do. *Educational Leadership*, 60(8), 6–13.
- Kaplan, L. S., & Owings, W. A. (2003). *The politics of teacher quality*. *Phi Delta Kappan*, 84(9), 687–692.

- Morin, J., & Conderman, G. (2003, April). *But can they think? Developing reflective thought in preservice preparation programs*. A presentation at the International Conference of the Council for Exceptional Children, Seattle, WA.
- National Commission on Teaching and America's Future (NCTAF). (2003). *No dream denied: A pledge to America's children*. New York, NY: Author.
- No Child Left Behind (NCLB). (2001). Retrieved February 1, 2004, from <http://www.ed.gov/legislation/ESEA02> Office of Special Education Programs. (2002, May 7). *Recruiting and retaining high quality teachers*. Washington, DC: U.S. Office of Special Education Programs. Retrieved from <http://ferdig.coe.ufl.edu/spense/policymaker5.doc>
- O'Shea, D., Hammite, D., Mainzer, R., & Crutchfield, M. (2000). From teacher preparation to continuing professional development. *Teacher Education and Special Education*, 23(2), 71-77.

Culturally Responsive Teaching

- Artiles, A. J. & Trent, S. C. (1994). Overrepresentation of minority students in special education: A continuing debate. *Journal of Special Education*, 27 (4), 410-437.
- Au, K. H. (1993). *Literacy instruction in multicultural settings*. New York: Harcourt Brace.
- Banks, J. A. & Banks, C. A.M. (Eds.). (2001). *Multicultural education: Issues and perspectives* (4th ed.). Boston, MA: Allyn & Bacon.
- Boykin, A. W. (1994). Afrocentric expression and its implications for schooling. In E. R. Hollins, J. E. King, & W. C. Hayman (Eds.), *Teaching diverse populations: Formulating a knowledge base* (pp. 243-256). Albany, NY: State University of New York Press.
- Cardell, C. D. & Parmar, R. S. (1988). Teacher perceptions of temperament characteristics of children classified as learning disabled. *Journal of Learning Disabilities*, 21 (8), 497-502.
- Cazden, C. C., John, V. P., & Hymes, D. (Eds.). (1985). *Functions of language in the classroom*. Prospect Heights, IL: Waveland.
- Cohen, E. G., & Lotan, R. A. (1995). Producing equal-status interaction in the heterogeneous classroom. *American Educational Research Journal*, 32 (1), 99-120.
- Comfort, R. L. (1992). *Teaching the unconventional child*. Englewood, CO: Teaching Ideas Press.
- Diamond, B. J., & Moore, M. A. (1995). *Multicultural literacy: Mirroring the reality of the classroom*. New York, NY: Longman.
- Foster, M. (1995). African American teachers and culturally relevant pedagogy. In J. A. Banks & C. A.M. Banks (Eds.), *Handbook of research on multicultural education* (pp. 570-581). New York: Macmillan.
- Foster, M. (1997). *Black teachers on teaching*. New York: New Press.
- Gay, G. (2001). Educational equality for students of color. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (4th ed., pp. 197-224). Boston: Allyn & Bacon.
- Gay, G., & Baber, W. L. (Eds.). (1987). *Expressively Black: The cultural basis of ethnic identity*. New York, NY: Praeger.
- Good, T. L. & Brophy, J. E. (1994). *Looking in classrooms* (6th ed.). New York: HarperCollins.
- Grossman, H. (1995). *Special education in a diverse society*. Boston: Allyn and Bacon.
- Harry, B. (1992). *Cultural diversity, families, and the special education system: Communication and empowerment*. New York, NY: Teachers College Press.
- Heward, W. L. & Cavanaugh, R. A. (2001). Educational equality for students with disabilities. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (4th ed., pp. 295-326). Boston, MA: Allyn & Bacon.
- Jones, R. (1972). Labels and stigma in special education. *Exceptional Child*, 38, 553-564.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers for African-American children*. San Francisco, CA: Jossey-Bass.

- Mehan, H., Hubbard, L., Villanueva, I., & Lintz, A. (1996). *Constructing school success: The consequences of untracking low-achieving students*. New York: Cambridge University Press.
- Slavin, R. E. (1995). Cooperative learning and intergroup relations. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education* (pp. 628-634). New York: Macmillan.
- Spindler, G. D., & Spindler, L. (1993). The process of culture and person: Cultural therapy and culturally diverse schools. In P. Phelan & A. L. Davidson (Eds.), *Renegotiating cultural diversity in American schools* (pp. 21-51). New York: Teachers College Press.
- Spindler, G. D., & Spindler, L. (Eds.). (1994). *Pathways to cultural awareness: Cultural therapy with teachers and students*. Thousand Oaks, CA: Corwin.
- Wlodkowski, R. J., & Ginsberg, M. B. (1995). *Diversity and motivation: Culturally responsive teaching*. San Francisco, CA: Jossey-Bass.
- Achievement Gap
- Allensworth, E., & Easton, J. (2007). *What matters for staying on-track and graduating*. Retrieved from http://ccsr.uchicago.edu/content/publications.php?pub_id=137
- Bridgeland, J. M., Dilulio, J. J., Jr., & Balfanz, R. (2009). The high school dropout problem: Perspectives of teachers and principals. *Education Digest: Essential Readings Condensed for Quick Review*, 75(3), 20-26.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Osterman, K. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70(3) 323-367.
- Tyler, K., & Boelter, C. (2008). Linking Black middle school students' perceptions of teachers' expectations to academic engagement and efficacy. *The Negro Education Review*, 59 (1-2).
- Ayres, I. (2001). *Pervasive prejudice? Unconventional evidence of race and gender discrimination*. Chicago: University of Chicago Press.
- Bode, P., & Fenner, D. (2010, April). *Incarcerated youth and integrated arts education*. Paper presented at the annual convention of the National Art Education Association, Baltimore.
- Bouffard, S., Bridglall, B., Gordon, E., & Weiss, H. (2009). *Reframing family involvement in education*. Cambridge, MA: Harvard Family Research Project.
- Cowhey, M. (2006). *Black ants and Buddhists: Thinking differently and teaching creatively in the early grades*. Maine: Stenhouse.
- Donaldson, K. M. (2001). *Shattering the denial*. Westport, CT: Bergin and Garvey.
- Ferguson, R. (2004). *Professional community and closing the achievement gap*. Retrieved from Teaching Tolerance at www.tolerance.org
- García, E. E. (1999). *Student cultural diversity*. Boston: Houghton Mifflin.
- Gay, G. (2010). *Culturally responsive teaching*. New York: Teachers College Press.
- Gonzalez, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge*. Mahwah, NJ: Erlbaum.
- Greenwald, A., Pohlman, T., Uhlman, M. S., & Banaji, M. (2007). *Predictive validity of the IAT: Understanding and using the Implicit Association Test*. Retrieved from www.tolerance.org
- Gutierrez, K. D., & Rogoff, B. (2003). Cultural ways of learning. *Educational Researcher*, 32(5), 19-25.
- Haberman, M. (1988). *Preparing teachers for urban schools*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Hildago, N. M., Sui, S-F., & Epstein, J. L. (2004). Research on families, schools and communities. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education* (2nd ed., pp. 631-655). San Francisco: Jossey-Bass.
- Irizarry, J. (Ed.). (in press). *The Latinization of U.S. schools*. Boulder, CO: Paradigm.
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed.). San Francisco: Jossey-Bass.
- McIntosh, P. (1988). *White privilege and male privilege* (Work Paper No. 189). Wellesley, MA: Wellesley College Center for Research on Women.

- Michie, G. (2009). *Holler if you hear me* (2nd ed.). New York: Teachers College Press.
- Morrell, E., & Duncan-Andrade, J. (2002). Promoting academic literacy with urban youth through engaging hip-hop culture. *English Journal* 9(6), 88–92.
- Murphy, P. K., & Alexander, P. A. (2006). *Understanding how students learn: A guide for instructional leaders*. Thousand Oakes, CA: Corwin Press.
- Nieto, S. (2003). *What keeps teachers going?* New York: Teachers College Press.
- Nieto, S., & Bode, P. (2008). *Affirming diversity* (5th ed.). Boston: Allyn and Bacon.
- Sleeter, C. E. (1994). White racism. *Multicultural Education*, 1(4), 5–8, 39.
- Valenzuela, A. (1999). *Subtractive schooling*. Albany: State University of New York Press.
- Zemelman, S., & Ross, H. (2009). *13 steps to teacher empowerment*. Portsmouth, NH: Heinemann.

II. Key journal titles needed/recommended:

Teacher Education and Special Education 1998-
 Special Education Law Monthly 1998-2009
 Rural Special Education Quarterly 1999-
 Remedial and Special Education 1993-2008
 Massachusetts Special Education Reporter 1993-
 Journal of the International Association of Special Education 2006-
 Journal of Special Education Technology 1996-2009
 Journal of Special Education and Rehabilitation 1997-
 The Journal of Special Education 1966-
 International Journal of Special Education 2001-
 International Journal of Early Childhood Special Education (Int-Jecse) 2009-
 European Journal of Special Needs Education 1998-2010
 California Special Education Alert 1995-
 British Journal of Special Education (Formerly: Special Education: Forward Trends) 1998-2010
 Exceptionality Education Canada 2008
 Exceptionality Education International 2009-


LIBRARY RESOURCES, page 2 of 2

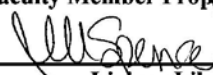
Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

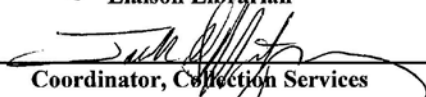
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Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>

Gail Kirby 
Faculty Member Proposing Course


Liaison Librarian


Coordinator, Collection Services

**Department of Diversity & Community Studies
University College
Proposal to Create a New Course
(Action Item)**

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

1. Identification of proposed course:

- 1.8 Course prefix (subject area) and number: ICSR 515
- 1.9 Course title: Utopias, Dystopias, & Intentional Communities
- 1.10 Abbreviated course title: Utopias, Dystopias, Int Comm
- 1.11 Credit hours and contact hours: 3
- 1.12 Type of course: S
- 1.13 Prerequisites/corequisites: None
- 1.14 Course catalog listing: A study of fictional and historical utopias, dystopias, and intentional communities, with particular attention to environmental concerns.

2. Rationale:

- 2.1 **Reason for developing the proposed course:** This course serves as an elective in the M.A. in Social Responsibility & Sustainable Communities, providing students with a way to examine the interconnections among environmental chaos, utopian visions for a better world and dystopian interpretations of the future. Since the SRSC is just over a year old, we are now identifying the kinds of electives our program should offer. ICSR 515 will provide students with an opportunity to study the ways in which gender, race, and class impact constructions of social justice as they relate to utopian and dystopian communities, thus addressing one of the SRSC program objectives: “analyze the power relationships that historically surround social justice and how these may be changed or augmented to increase social equality and equity.” ICSR 515 also serves as an elective in the graduate certificate in Gender & Women’s Studies.
- 2.2 **Projected enrollment in the proposed course:** Based on the enrollment in the Fall 2012 version of the course (special topics), the projected enrollment is 12-15.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** The course is one of the few courses within the Department of Diversity & Community Studies that function as an elective in the Master’s in Social Responsibility & Sustainable Communities; most electives are offered by other departments. None of the departmental electives focuses on utopias and dystopias, however, making this a course that fills a gap, particularly in its emphasis on environmental sustainability.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** There are currently no courses that focus exclusively on the topics of ICSR 515. The English Department may teach selected utopian or dystopian works of fiction as part of other courses.
- 2.5 **Relationship of the proposed course to courses offered in other institutions:** Other institutions offer courses on utopian and/or dystopian literature (typically in English Departments) or on intentional communities. Very few offer courses that examine the linkages among all three. However, a review of offerings at our benchmark institutions reveals these similar courses:
 - California State University (Chico): GEOG 604 Planning, Theory and Practice looks at garden cities, utopias, new urbanism, and the visioning of communities of practice, social difference, and sustainability.
 - Northern Arizona University: SUS 602 Visions of Good and Sustainable Societies: Community, Technology, and Values, which examines the “role of technology in both

creating and undermining good and sustainable communities.” Also: SUS 695 Elements of Sustainable Communities: Theory and Practice, which focuses on “worldviews, human nature, and the shaping of community life.”

3. Discussion of proposed course:

3.1 Course objectives:

By the end of the course, students will be able to

- Analyze the ways that the utopian and/or dystopian impulse responds to social problems;
- Critique contemporary and historical attitudes and practices regarding nature and science;
- Integrate theory and criticism in ways that illuminate a range of utopian and dystopian issues;
- Understand the ways in which intentional communities attempt to address problems of sustainability and community development;
- Develop their own positions and arguments, through research projects and discussion and reflection.

3.2 Content outline:

I. The Utopian Impulse

- A. Fictional utopias (literary, film)
- B. Social theory on utopian thought

II. Dystopias and Environmental Chaos

- A. Fictional utopias (literary, film)
- B. Nonfiction responses to global environmental crisis
- C. Theoretical responses to the dystopic vision

III. Intentional Communities

- A. Theory and criticism about intentional communities
- B. Historical examples
- C. Contemporary examples

3.3 Student expectations and requirements:

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

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

Atwood, Margaret. *Oryx and Crake*. NY: Anchor, 2004.

Bacon, Sir Francis. *The New Atlantis*. Orig. publ. in English 1627. Available on Project Gutenberg, <http://www.gutenberg.org/ebooks/2434>

Booker, M. Keith. *Dystopian Literature: A Theory and Research Guide*. Westport, CT: Greenwood Press, 1994.

Brown, Susan Love. Ed. *Intentional Communities: An Anthropological Perspective*. Albany: SUNYP, 2002.

Dawson, Jonathan. *Ecovillages: New Frontiers for Sustainability*. Schumacher Briefing No. 12. White River Junction, VT: Chelsea Green Publ. Co., 2006.

Hallman, J.C. *In Utopia: Six Kinds of Eden and the Search for a Better Paradise*. NY: St. Martin's Press, 2010.

McCarthy, Cormac. *The Road*. NY: Vintage Books, 2007.

Sargent, Lyman Tower. *Utopianism: A Very Short Introduction*. Oxford UP: 2010.

Segal, Howard. *Utopias: A Brief History from Ancient Writings to Virtual Communities*. Hoboken, NJ: Wiley-Blackwell, 2012.

Starhawk. *The Fifth Sacred Thing*. NY: Bantam, 1994.
 Stephens, Piers H.G. *Nature, Liberty and Dystopia: On the Moral Significance of Nature for Human Freedom*. NY: Routledge, 2012.
 Weisman, Alan. *The World without Us*. NY: Picador, 2007.

Additional materials include films, short stories, music, and art, as available on the internet.

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current WKU graduate faculty, Dr. Jane Olmsted, will teach this course in rotation with others. She no longer teaches in English, so this course replaces previously taught courses in that department.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Diversity & Community Studies October 15, 2012

University College Graduate Curriculum Committee October 29, 2012

Graduate Council 11/08/12

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

LIBRARY RESOURCES, page 1 of 2

Revised April 2008

Date: ~~September 17, 2012~~ Oct. 15 2012

Proposed Course Name and Number: ICSR 515 Utopias, Dystopias, & Intentional Communities

Current Library holdings in support of the course are:

☒ adequate ☐ inadequate*
☐ library resources not needed for course**

Received

OCT 30 2012

Graduate
and Research

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

- Atwood, Margaret. *Oryx and Crake*. NY: Anchor, 2004.
- Bacon, Sir Francis. *The New Atlantis*. Orig. publ. in English 1627. Available on Project Gutenberg, <http://www.gutenberg.org/ebooks/2434>
- Booker, M. Keith. *Dystopian Literature: A Theory and Research Guide*. Westport, CT: Greenwood Press, 1994.
- Brown, Susan Love. Ed. *Intentional Communities: An Anthropological Perspective*. Albany: SUNYP, 2002.
- Dawson, Jonathan. *Ecovillages: New Frontiers for Sustainability*. Schumacher Briefing No. 12. White River Junction, VT: Chelsea Green Publ. Co., 2006.
- Hallman, J.C. *In Utopia: Six Kinds of Eden and the Search for a Better Paradise*. NY: St. Martin's Press, 2010.
- McCarthy, Cormac. *The Road*. NY: Vintage Books, 2007.
- Sargent, Lyman Tower. *Utopianism: A Very Short Introduction*. Oxford UP: 2010.
- Segal, Howard. *Utopias: A Brief History from Ancient Writings to Virtual Communities*. Hoboken, NJ: Wiley-Blackwell, 2012.
- Starhawk. *The Fifth Sacred Thing*. NY: Bantam, 1994.
- Stephens, Piers H.G. *Nature, Liberty and Dystopia: On the Moral Significance of Nature for Human Freedom*. NY: Routledge, 2012.
- Weisman, Alan. *The World without Us*. NY: Picador, 2007.

Additional materials include films, short stories, music, and art, as available on the internet.

II. Key journal titles needed/recommended:

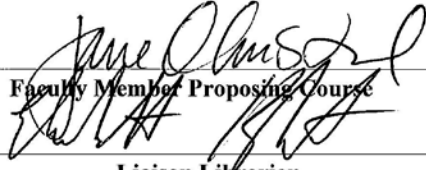
LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

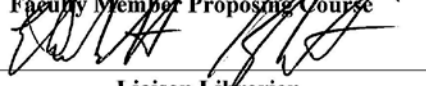
Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

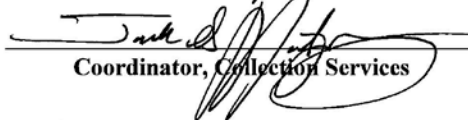
Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>



Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

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OCT 30 2012

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and Research

**Department of Diversity & Community Studies
University College
Proposal to Create a New Course
(Action Item)**

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ICSR 525
- 1.2 Course title: Place & the Problem of Healing
- 1.3 Abbreviated course title: Place & the Problem of Healing
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: A study of place as it relates to environmental and human/animal suffering and healing.

2. Rationale:

- 2.1 **Reason for developing the proposed course:** This course serves as an elective in the M.A. in Social Responsibility & Sustainable Communities, providing students with a way to examine the interconnections among environmental, individual, and community suffering. ICSR 525 addresses the SRSC program objective of “examining the practical and theoretical principles of [environmental] sustainability applying them to diverse situations and communities throughout the world.” Since the SRSC is just over a year old, we are now identifying the kinds of electives our program should offer. ICSR 525 gives students an opportunity to study the processes and levels of healing, including negotiations between violence and peace, silence and voice, language and expression, and ritual and sharing. ICSR 525 also serves as an elective in the graduate certificate in Gender & Women’s Studies.
- 2.2 **Projected enrollment in the proposed course:** Based on the enrollment in the Spring 2012 version of the course (special topics), the projected enrollment is 12-15.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** The course is one of the few courses within the Department of Diversity & Community Studies that function as an elective in the Master’s in Social Responsibility & Sustainable Communities; most electives are offered by other departments. None of the departmental electives focuses on place and healing, particularly in its emphasis on the ways that environmental ruin and reclamation inform and are informed by human, animal, and/or community suffering and healing.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** There are currently no courses that focus exclusively on the topics of ICSR 525. While courses in counseling focus on personal and social trauma and ways to improve the lives of individuals and communities, this is not a course in clinical practice. PH 444 Death, Dying and Bereavement examines the experience of dying and death, with attention to philosophical and spiritual contexts and to coping skills. Similarly, SWRK 673 Grief/Loss Issues Intervention deals with interventions in a social work setting. ICSR 525 draws on nonfictional accounts, such as memoir and environmental writing, to examine the interactions of human, animal, and the environment and the ways that mutual healing can help us understand the interconnectedness of Nature and culture.
- 2.5 **Relationship of the proposed course to courses offered in other institutions:** Other institutions offer courses on the environment and/or sense of place—not specifically linking to healing, but implicit in social justice topics. A review of offerings at our benchmark institutions reveals these similar courses:

Eastern Michigan University: WGST 660 Teaching for Social and Ecological Justice and SOFD 661 EcoJustice and Education both address environmental concerns as they intersect with social justice or community issues, not specifically about healing but “leading to democratic, socially, and ecologically just communities.”

Montclair University: CNFS 503 Humanities and the Environment examines 1) humans in nature; 2) humans vs. nature; and 3) humans and nature, the “new mysticism of today.”

Northern Arizona University: SUS 601 Visions of Good and Sustainable Societies: Self, Other, and Community, which explores “how we develop conceptions of ourselves, how such conceptions are related to those named as “other,” and the ways we interact.

3. Discussion of proposed course:

3.1 Course objectives:

By the end of the course, students will be able to

1. Through memoir and non-fiction, examine the ways that “a sense of place” develops over time;
2. Investigate the evolution of perspectives on Nature, e.g., as nurturing Mother, as material for the betterment of society, mechanized; as sacred, as impartial;
3. Employ environmental theory to understand the way humans respond to Nature, including alienation and romanticization;
4. Understand the ways in which individual healing is related to a sense of place;
5. Develop their own positions and arguments, through research projects and discussion and reflection.

3.2 Content outline:

I. Family, Place, and Healing

- A. Memoir on family and environment (e.g., Derek Jensen’s *A Language Older than Words* or Dorothy Allison’s *Two or Three Things I Know for Sure*)
- B. Theory on violence, forgiveness, healing; relation to place

II. Culture, Place, and Healing

- A. Theory (e.g., Plumwood’s *Environmental Culture*)
- B. Memoir (e.g., Terry Tempest Williams’ *Refuge: An Unnatural History of Family and Place*) and/or Fictional instances of place/healing (e.g., *Praisesong for the Widow*)

III. Nature, Wildlife, and Healing

- A. Theory on the relationships between human and animal
- B. Memoir (e.g., Elisabeth Tova Bailey’s *The Sound of a Wild Snail Eating* or Jane Goodall’s *Reason for Hope*)

3.3 Student expectations and requirements:

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

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

Allison, Dorothy. *Two or Three Things I Know For Sure*. NY: Plume, 1996.

Bailey, Elisabeth Tova, *The Sound of a Wild Snail Eating*. Chapel Hill, NC: Algonquin Books, 2010.

Gallagher, Winifred. *The Power of Place: How Our Surroundings Shape Our Thoughts, Emotions, and Actions*. NY: Harper Perennial, 2007.

Jackson, Wes. *Becoming Native to This Place*. Berkeley, CA: Counterpoint Books, 1996.

Jensen, Derek. *A Language Older Than Words* White River Junction, VT: Chelsea Green, 2004.

Marshall, Paule. *Praisesong for the Widow* NY: Plume, 1984.

Moore, Kathleen Dean. *Pine Island Paradox: Making Connections in a Disconnected World*. Minneapolis, MN: Milkweed Editions, 2005.

Orr, David. *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, D.C.: Island Press, 2004.

Rose, Deborah Bird. *Wild Dog Dreaming* Charlottesville, VA: UVP, 2011.

Roszak, Theodore. *Ecopsychology: Restoring the Earth, Healing the Mind*. San Francisco: Sierra Club Books, 1995.

Sternberg, Esther. *Healing Spaces: The Science of Place and Well-Being*. Boston: Belknap Press of Harvard UP, 2010.

Tuan, Yi-Fu and Steven Hoelscher. *Space and Place: The Perspective of Experience*. Minneapolis, MN: UMP, 2001. Orig. 1976.

Williams, Terry Tempest. *Refuge*. NY: Vintage, 1992.

Orion Magazine (Free email subscription).

Additional materials include films, short stories, music, and art, as available on the internet.

4. Resources:

- 4.1 Library resources: Sufficient.
- 4.2 Computer resources: Sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current WKU graduate faculty, Dr. Jane Olmsted, will teach this course in rotation with others. She no longer teaches in English, so this course replaces previously taught courses in that department.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Diversity & Community Studies October 15, 2012

University College Graduate Curriculum Committee October 29, 2012

Graduate Council 11/08/12

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

LIBRARY RESOURCES, page 1 of 2

Revised April 2008

Date: Oct 15
September 17, 2012

Proposed Course Name and Number: ICSR 525 Place & the Problem of Healing

Current Library holdings in support of the course are:

☒ adequate ☐ inadequate*
☐ library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

Allison, Dorothy. *Two or Three Things I Know For Sure*. NY: Plume, 1996.

Bailey, Elisabeth Tova. *The Sound of a Wild Snail Eating*. Chapel Hill, NC: Algonquin Books, 2010.

Gallagher, Winifred. *The Power of Place: How Our Surroundings Shape Our Thoughts, Emotions, and Actions*. NY: Harper Perennial, 2007.

Jackson, Wes. *Becoming Native to This Place*. Berkeley, CA: Counterpoint Books, 1996.

Jensen, Derek. *A Language Older Than Words*. White River Junction, VT: Chelsea Green, 2004.

Marshall, Paule. *Praisesong for the Widow*. NY: Plume, 1984.

Moore, Kathleen Dean. *Pine Island Paradox: Making Connections in a Disconnected World*. Minneapolis, MN: Milkweed Editions, 2005.

Orr, David. *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, D.C.: Island Press, 2004.

Rose, Deborah Bird. *Wild Dog Dreaming*. Charlottesville, VA: UVP, 2011.

Roszak, Theodore. *Ecopsychology: Restoring the Earth, Healing the Mind*. San Francisco: Sierra Club Books, 1995.

Sternberg, Esther. *Healing Spaces: The Science of Place and Well-Being*. Boston: Belknap Press of Harvard UP, 2010.

Tuan, Yi-Fu and Steven Hoelscher. *Space and Place: The Perspective of Experience*. Minneapolis, MN: UMP, 2001. Orig. 1976.

Williams, Terry Tempest. *Refuge*. NY: Vintage, 1992.
Orion Magazine (Free email subscription).

Received
OCT 30 2012

Additional materials include films, short stories, music, and art, as available on the internet.

II. Key journal titles needed/recommended:

LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?


Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>



Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

Received
OCT 30 2012
Graduate School
and Research

**University College
Department of Diversity & Community Studies
Proposal to Create a New Course**

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 745-5787

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ICSR 579
- 1.2 Course title: Independent Study in Social Responsibility & Sustainable Communities
- 1.3 Abbreviated course title: Independent Study in SRSC
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: I (independent study)
- 1.6 Prerequisites/corequisites: Permission of the instructor and the SRSC advisor.
- 1.7 Course catalog listing: Supervised individual study and/or field-based experience in a topic of particular relevance to the M.A. in Social Responsibility & Sustainable Communities.

2. Rationale:

- 2.1 Reason for developing the proposed course: This graduate course will allow a student to obtain knowledge about specific questions related to the themes of the M.A. in Social Responsibility & Sustainable Communities. This course adds an important option for students wishing to study a topic that may not be covered by other electives.
- 2.2 Projected enrollment in the proposed course: Typically independent study sections have an enrollment of 1, though it is possible that as many as 3-4 students may elect this at one time.
- 2.3 Relationship of the proposed course to courses now offered by the department: The DCS offers an independent study for students pursuing the Gender & Women's Studies graduate certificate.
- 2.4 Relationship of the proposed course to courses offered in other departments: Most departments offer an independent study option. The extent to which other independent study courses might cover similar material will vary.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Most universities offer a independent study option to students, whether they are pursuing an traditional disciplinary plan of study, or an interdisciplinary, theme-based one.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of this course, students:
 - Develop a topic to investigate or design a field experience;
 - Identify major literature and theories related to the focus of the topic and/or experience.
 - Identify and analyze issues and controversies that inform the topic;
 - Use a variety of ways (e.g., discussion, presentations, written assignments) to communicate understanding of topic.
- 3.2 Content outline:
 - Overview of the topic or field experience and its relationship to social justice, sustainability, and/or community-based research;
 - Review relevant theories and research literature;
 - Identify emerging issues relevant to the topic and/or experience;
 - Demonstrate understanding of topic/experience through research.
- 3.2 Student expectations and requirements: Students will be expected to complete readings, a research paper and/or a narrative journal.
- 3.3 Tentative texts and course materials: Depends upon specific disciplinary focus and topic.

4. Resources:

- 4.1 Library resources: Current resources are adequate.
- 4.2 Computer resources: Current resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: There is sufficient full-time faculty to teach this course.
- 5.2 Special equipment needed: No special equipment is required.
- 5.3 Expendable materials needed: No expendable materials are needed.
- 5.4 Laboratory materials needed: No laboratory supplies are needed.

6. Proposed term for implementation: Summer 2013

7. Dates of prior committee approvals:

Department of Diversity & Community Studies October 15, 2012

University College Graduate Curriculum Committee October 29, 2012

Graduate Council 11/08/12

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: October 15, 2012

Proposed Course Name and Number: ICSR 579 Independent Study

Current Library holdings in support of the course are:

✓ adequate inadequate*
 library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

Will vary according to the specific topic.

II. Key journal titles needed/recommended:

Received
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LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>



Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

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and Research

Proposal Date: September 17, 2012

**Potter College Arts & Letters
Department of Communication
Proposal to Reactivate a Suspended Course
(Consent Item)**

Contact Person: Kumi Ishii, kumi.ishii@wku.edu phone: 745-5203

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: COMM 562
 - 1.2 Course title: Special Topics in Intercultural Communication
 - 1.3 Credit hours: 3
- 2. Rationale for the course reactivation:** We recently hired a new graduate faculty member who is specialized in intercultural communication to offer this course.
- 3. Effect of course reactivation on programs or other departments, if known:**

Our course examines communication in intercultural contexts, and any negative effects on other departments are not known. It provides communication aspects to study culture, which will be a good addition to other relevant courses on campus.
- 4. Proposed term for implementation:** Spring 2013
- 5. Dates of prior committee approvals:**

Department of Communication:	_____09/17/12_____
PCAL Curriculum Committee	_____10/11/2012_____
Graduate Council	_____11/08/12_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Cynthia Houston, Cynthia.houston@wku.edu, 270.745.6501

1. Identification of course:

- 1.1 Course prefix (subject area) and number: LME 592
- 1.2 Course title: Internship in LME
- 1.3 Credit hours: 3 hours

2. Current prerequisites:

Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy; and admission to professional education

3. Proposed prerequisites:

Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, and 589; admission to candidacy; and admission to professional education

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

LME 589 Field Experience in Library Media Education is being added to the program for students seeking initial teaching certification. LME 589 meets the new state requirements for 200 hours of field work prior to the LME 592 Internship in LME course. For this reason, it is necessary to add LME 589 to the pre-requisites for LME 592.

5. Effect on completion of major/minor sequence:

The course does not add hours to the program. Students requiring LME 589 course will take it as one of their program electives. Students seeking initial certification in LME are already required to take LME 592, which is their capstone course.

6. Proposed term for implementation: Summer 2013

7. Dates of prior committee approvals:

School of Teacher Education:	<u>09/14/2012</u>
CEBS Curriculum Committee	<u>10/02/2012</u>
Professional Education Council	<u>10/10/2012</u>
Graduate Council	<u>11/08/12</u>
University Senate	_____

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

Contact Person: Cynthia Houston, Cynthia.houston@wku.edu, 270.745.6501

1. Identification of program:

- 1.1 Current program reference number: 083
- 1.2 Current program title: Library Media Education
- 1.3 Credit hours: 30 (plus research tool)

2. Identification of the proposed program changes:

- Add LME 589 Field Hours in Library Media Education for initial teaching certification
- Revise program admission requirements to reflect new GRE scores
- Revise wording for clarity and alignment with catalog description

3. Detailed program description:

Current Program	Proposed Program
<p>The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.</p> <p>Program Description: The Master of Science degree is a 30-33 hour program. A fifteen-hour core of courses is required plus a research tool. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels.</p> <p>Library Media Specialist Concentration: The LMS concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.</p> <p>Requirements for the MS Degree in LME LMS Concentration:</p>	<p>Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/lme.</p> <p>The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.</p> <p>The Master of Science degree is a 30-hour program with a research tool requirement. A fifteen-hour core of courses, a program concentration, plus a research tool are required. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels.</p> <p>Admission Requirements: Admission to the program does not require prior teacher certification, and students may complete the program without seeking any teacher certification. Students who seek initial or advanced teacher certification must follow the requirements for one of the program concentrations.</p>

<p>The Master of Science in Library Media Education LMS Concentration requires a minimum of 30 semester hours of core courses, professional specialization courses, and a research course/tool for a total of 30-33 hours. Eighteen hours of Library Media Education coursework is required with 15-hours in core courses. Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).</p> <p>Master of Science Core Courses: Fifteen semester hours are specified core courses: LME 501 Program Organization and Administration (3 hours) LME 512 Issues in Library Media Education (3 hours) LME 535 Survey of Educational Technology Practices (3 hours) (Note: Prerequisite for LME 537) LME 537 Principles of Educational Technology Applications (3 hours) (Prerequisite: Completion of LME 535.) LME 590 Practicum (3 hours) (for students with prior Kentucky teaching certification) OR LME 592 Internship in LME (3 hours) (for students without prior Kentucky teaching certification.) (Prerequisites for LME 590 and LME 592: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy; and admission to professional education.)</p> <p>Research Tool: The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or advisor-approved equivalent.</p> <p>LME 590 Practicum: The LME 590 Practicum course is the capstone experience required for students with prior Kentucky teaching certification.</p> <p>LME 592 Internship in LME: The LME 592 Internship course is the capstone experience required for students without prior Kentucky teaching certification.</p> <p>Transfer Credit: No more than 12 hours of previous equivalent graduate coursework, whether transferred from another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree seeking student at WKU may be used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the degree are completed.</p>	<p>Admission requirements:</p> <ul style="list-style-type: none"> • Submission of graduate application to Graduate Studies • *GAP (GRE V+Q score PLUS the undergraduate GPA multiplied by 100) score of 600 or higher and 139 minimum scores on both the Verbal and Quantitative sections. *GRE Analytical Writing score of 3.5 or higher • Submission of official transcripts of all college work • Submission of copy of teaching certificate for students seeking advanced certification or Rank change <p>*Applicants with an earned master's degree AND a teaching certificate may be admitted without a qualifying GRE/GAP score.</p> <p>Additional Admission Requirements for Students Seeking Initial Certification:</p> <p>Students who do not have teacher certification and are seeking initial certification in LME must meet all admission requirements and have a 2.75 overall GPA or a 3.0 in the last 30 hours of coursework. Students are expected to apply for admission to professional education within the first semester of admission to the LME program and complete all professional education admission requirements, including a qualifying score on the GRE or PPST. Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/teacherservices/.</p> <p>Degree Requirements--30 hours plus a research tool</p> <p>The Master of Science in Library Media Education requires a minimum of 30 hours, including the required core and program concentration, plus a research tool.</p> <p>Required Core--15 hours LME 501 Program Organization and Administration (3 hours) LME 512 Issues in Library Media Education (3 hours) *LME 535 Survey of Educational Technology Practices (3 hours) **LME 537 Principles of Educational Technology Applications (3 hours) ***LME 590 Practicum (3 hours) (for students with prior teaching certification or students who are not seeking teacher certification.) OR ****LME 592 Internship in LME (3 hours) (for students without prior teaching certification.) * Prerequisite for LME 537 **Prerequisite: LME 535. Transfer credit is not accepted</p>
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<p>Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum.</p> <p>Library Media Specialist Certification: In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:</p> <p>Library Media Specialist Professional Specialization (12 hrs. required): LME 502 Collection Management (3 hours) LME 506 Classification and Cataloging (3 hours) LME 508 Information Sources and Services (3 hours) Select one of the following courses LME 518 Advanced Children's Literature (3 hours) OR LME 527 Advanced Young Adult Literature (3 hours) Elective Courses (Minimum of 3 hrs.): Appropriate LME courses or courses outside of LME may be selected with advisor approval.</p> <p>Certification Examination (PRAXIS II): While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessments-Library Media Specialist for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.</p> <p>Educational Technology Concentration: The Educational Technology Concentration prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers that are educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration.</p> <p>The Educational Technology Concentration of the Master of Science in Library Media Education prepares professionals who work with training and development specialists to incorporate technology into instruction or training, who serve as trainers of employees in the use of technology, or who are certified teachers who wish to be educational technology specialists in P-12 settings.</p>	<p>for LME 537.</p> <p>***Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy</p> <p>****Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, and 589; admission to candidacy; admission to professional education</p> <p>Research Tool The research tool requirement is met by successful completion (grade A or B) of EDFN 500 Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or advisor-approved equivalent.</p> <p>The remaining courses beyond the required core and research tool are selected with the approval of the graduate advisor based on an applicant's prior experience, previous academic work, and career goals.</p> <p>Capstone Courses The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses. There are two capstone courses: LME 590 for students with prior teaching certification and LME 592 for students without prior teaching certification.</p> <p>Transfer Credit Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum.</p> <p>Concentrations For students who have an earned teaching certificate, the concentrations in the MS in LME degree may fulfill the requirements for a change in Kentucky teacher rank (Rank II or Rank I and the following Kentucky state certifications in library media and/or educational technology:</p> <ul style="list-style-type: none"> • Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank. • Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank. <p>Concentration in Library Media (LMLM)</p>
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<p>Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking certification may obtain the Educational Technology Certificate, which is listed on the university transcript.</p> <p>Students in the Educational Technology Concentration must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours plus a research tool. Eighteen hours are required in Library Media Education courses, including 15-hours in core courses.</p> <p>Courses on a student's approved program of study must be completed within a period of six years from the date of enrollment in the first course(s).</p> <p>Core Courses: Fifteen semester hours are specified core courses: LME 501 Program Organization and Administration (3 hours) LME 512 Issues in Library Media Education (3 hours) LME 535 Survey of Educational Technology Practices (3 hours) (Prerequisite for LME 537) LME 537 Principles of Educational Technology Applications (3 hours) (Prerequisite: Completion of LME 535.) LME 590 Practicum (3 hours) (Prerequisites: Course Capstone requirement; Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.)</p> <p>Research Tool: The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or equivalent with advisor approval.</p> <p>Specialization: (12 hrs required): Select four of the following courses: LME 545 Educational Technology Production (3 hours) LME 547 Integration of Educational (3 hours) LME 550 Emerging Technology in Education (3 hours) (Prerequisite: LME 537) LME 737 Educational Technology Leadership (3 hours)</p>	<p>The Library Media (LMLM) concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries. A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.</p> <p>The Library Media (LMLM) Concentration requires a minimum of 30 semester hours of core courses, program specialization courses, and completion of a research tool requirement.</p> <p>Professional specialization – 15 hours In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following: Library Media Specialist Professional Specialization--12 hours LME 502 Collection Management LME 506 Classification and Cataloging LME 508 Information Sources and Services Select one of the following courses: LME 518 Advanced Children's Literature (3 hours) LME 527 Advanced Young Adult Literature (3 hours) Electives--3 hours Appropriate LME courses or courses outside of LME may be selected with advisor approval. Students seeking initial certification in Library Media Education must take LME 589 Field Experience in Library Media Education as their 3 hour elective to satisfy requirements set by the Kentucky Educational Professional Standards Board. Students must be admitted to professional education at WKU prior to enrolling in this course.</p> <p>Certification Examination While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the <i>PRAXIS II Subject Assessments-Library Media Specialist</i> for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.</p> <p>Requirements for Initial Certification with the Master of Science in Library Media Education A person who does not hold a teaching certificate</p>
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<p>LME 509 Investigations in Educational Technology (3 hours) and Elective Courses (Minimum of 3 hrs.): Appropriate LME courses or courses outside of LME may be selected with advisor approval.</p> <p>Transfer Credit: No more than 12 hours of previous graduate coursework, whether transferred from another institution or from a previous master's degree from WKU (or a combination of the two), or as a non-degree seeking student at WKU can be used to fulfill program and research tool requirements. Transferred courses cannot be older than 6 years by the time the requirements for the degree are completed.</p> <p>Transfer credit cannot be used in place of LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the LME 590 Practicum.</p> <p>The Capstone Courses The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses. There are two capstone courses. LME 590 for students with prior Kentucky teaching certification and LME 592 for students without prior KY teaching certification.</p>	<p>may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the MS in LME Program, admission to Professional Education at WKU, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/ste. Students are expected to apply for admission to professional education within the first semester of admission to the LME program.</p> <p>Concentration in Educational Technology (LMET) The Educational Technology Concentration (LMET) prepares professionals who work with training and development specialists to incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers serving as educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking teacher certification may obtain the Educational Technology Certificate, which is listed on the university transcript. A separate application is required for this certificate.</p> <p>Students in the Educational Technology Concentration (LMET) must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours, program specialization courses, plus a research tool.</p> <p>Educational Technology Professional Specialization--9 hours Selected from the following courses: LME 545 Educational Technology Production (Prerequisite: LME 537) (3 hours) LME 547 Integration of Educational Technology (Prerequisite: LME 537) (3 hours) LME 550 Emerging Technology in Education (Prerequisite: LME 535) (3 hours) LME 519 Special Topics (3 hours) Electives_6 hours Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.</p>
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4. **Rationale for the proposed program change:** The program revisions proposed are required by the Kentucky Educational Standards Board and WKU Graduate Studies and Research. The Kentucky Educational Standards Board requires a pre-practicum field experience of 200 hours. Graduate Studies and Research requires programs to revise their programs to reflect the new GRE exam.

- The proposal to add LME 589 Field Experience in Library Media Education for initial teaching certification meets the new state requirements for 200 hours of field experience prior to LME 592 Internship in LME.
- The proposal to revise program admission requirements to reflect new GRE scores is required by WKU Graduate Studies and Research.
- Revision of wording in the program is for the purposes of adding clarity and aligning the official program description with the catalog description.

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

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

School of Teacher Education:	09/14/2012
CEBS Curriculum Committee	<u>10/02/2012</u>
Professional Education Council	<u>10/10/2012</u>
Graduate Council	<u>11/08/12</u>
University Senate	_____

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

Contact Person: Xiaoxia “Silvie” Huang
Email: xiaoxia.huang@wku.edu
Phone: 270-745-4322

- 1. Identification of program:**
 - 1.1 Current program reference number: 0428
 - 1.2 Current program title: Master of Science in Instructional Design
 - 1.3 Credit hours: 30
- 2. Identification of the proposed program changes:**

Revision of admission policy
- 3. Detailed program description:**

Current ID Program Admission Policy	Proposed ID Program Admission Policy
<p>Applicants to the MS in ID program must qualify for admission through one of the following three admission options.</p> <ol style="list-style-type: none">1. Admission based on scores for the GRE or GMAT requires one of the following:<ol style="list-style-type: none">(a) Admission with GRE- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.(b) Admission with GMAT- The required GAP score based on the GMAT score is 1020 (GAP=Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.2. Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following:<ol style="list-style-type: none">(a) Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 2.75 or least a 2.75 GPA on their last 60 hours of appropriate undergraduate credit for the degree.(b) The following materials must be submitted as part of an admission portfolio with the application form for	<p><i>Note: The admission option based on successful completion of previous master's degree was moved to be the first option.</i></p> <p>Applicants to the MS in ID program must qualify for admission through one of the following three admission options.</p> <ol style="list-style-type: none">1. Admission based on a previously completed master's degree requires the following: Admission may be recommended for applicants who hold a master's degree or higher from a regionally accredited institution and who earned an overall graduate GPA of 3.0 or higher.2. Admission based on scores for the GRE or GMAT requires one of the following:<ol style="list-style-type: none">(a) Admission with GRE<ol style="list-style-type: none">i. Scores prior to August 2011- The required GAP score based on the GRE is 2200 (GAP= GRE-V plus GRE-Q multiplied by undergraduate GPA). An Analytical Writing score of 3.5 or higher is also required. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.ii. Scores after August 2011 - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 550, with a minimum verbal and quantitative score of 139 each. An Analytical Writing score of 3.5 or higher is also required.(b) Admission with GMAT- The required GAP

<p>admission to Graduate Studies and the MS in Instructional Design degree program:</p> <ol style="list-style-type: none"> A letter of application that explains why the applicant should be admitted without a GRE or GMAT score. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design. A current vita. At least two letters of recommendation: <ol style="list-style-type: none"> One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design. One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team. At least a 3-page paper that indicates the applicant's analytical writing ability. <p>The admission decision by program faculty under this option is based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.</p> <ol style="list-style-type: none"> Admission based on a previously completed master's degree requires the following: <ol style="list-style-type: none"> Admission may be granted for applicants who hold a master's degree or higher with an overall graduate GPA of 3.0 or higher from a regionally-accredited institution. 	<p>score based on the GMAT score is 1050 (GAP=Undergraduate grade point average times 200 plus GMAT score). An analytical writing score of 3.5 or higher is also required.</p> <ol style="list-style-type: none"> Admission with a baccalaureate degree but without GRE or GMAT scores requires all of the following: <ol style="list-style-type: none"> Applicants who hold a bachelor's degree from a regionally accredited college or university may apply for admission without a GRE or GMAT score if they achieved an overall undergraduate GPA of 3.0 or least a 3.2 GPA in their last 60 hours of undergraduate credit for the degree. The following materials must be submitted as part of an admission portfolio with the application form for admission to Graduate Studies and the MS in Instructional Design degree program: <ol style="list-style-type: none"> A letter of application that provides a rationale for admission without a GRE or GMAT score. A statement explaining the applicant's career goal(s) and purpose(s) for pursuing the master's program in Instructional Design. A current vita. At least two letters of recommendation: <ol style="list-style-type: none"> One letter of reference from a college/university instructor that details the applicant's potential for successful completion of the Master of Science program in instructional design. One letter of reference from an employer or supervisor that addresses the applicant's dispositions that predict success as a member of an instructional design or training team. At least a 3-page paper that indicates the applicant's analytical writing ability. <p>The admission decision by program faculty under this alternative will be based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.</p>
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4. Rationale for the proposed program change:

The admission policy is being proposed for revision to align it with the new Graduate Studies and Research admission requirements. Applicants for the ID program are a heterogeneous group, so the admission alternatives have been developed to allow individuals with a wide variety of educational and work backgrounds to demonstrate their potential to be successful in the program.

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

January 2013

6. Dates of prior committee approvals:

School of Teacher Education	9/14/2012
CEBS Curriculum Committee	10/02/2012
Graduate Council	<u>11/08/12</u>
University Senate	_____

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

Contact Person: Amy Cappiccie, Amy.Cappiccie@wku.edu, 745-3820

1. Identification of program:

- 1.15 Current program reference number: 157
- 1.16 Current program title: Master of Social Work (MSW)
- 1.17 Credit hours: 60 hours

2. Identification of the proposed program changes:

Current MSW graduate catalog (2012-2013) information for alternate admission lists old GRE scoring system

3. Detailed program description:

Old Program	New Program
<p>Admission Requirements for the 60 hour Traditional Program:</p> <ul style="list-style-type: none"> 1. 2.75 or greater GPA based on last 60 hours of undergraduate and/or graduate semester credit hours prior to admission. Students with lower GPAs must take the Graduate Records Exam (GRE) and achieve a total score (verbal and quantitative) of 800 or better and apply for Alternate Admissions (See alternate Admissions and Admissions Appeal Process below). Students testing on or after Aug. 1, 2011 need concordant scores established by the Educational Testing Service. 	<p>Admission Requirements for the 60 hour Traditional Program:</p> <ul style="list-style-type: none"> 1. 2.75 or greater GPA based on last 60 hours of undergraduate and/or graduate semester credit hours prior to admission. Students with lower GPAs must take the Graduate Records Exam (GRE) and achieve minimum scores of a 139 on each of the sections (verbal and quantitative) and apply for Alternate Admissions (See Alternate Admissions and Admissions Appeal Process). Students testing before Aug. 1, 2011 must achieve GRE scores of a total score (verbal and quantitative) of 800 or better and apply for Alternate Admissions. All GRE scores must have been taken within 5 years of the application date.

4. Rationale for the proposed program change:

New graduate catalog listing should match new GRE scoring system.

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

6. Dates of prior committee approvals:

Social Work Department:	9-28-12
CHHS Graduate Curriculum Committee	10-22-12
Graduate Council	<u>11/08/12</u>
University Senate	_____

Attachment: Program Inventory Form

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Revise A Program
(Action Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x5744

1. Identification of program:

- 1.1 Current program reference number: 0446
- 1.2 Current program title: MA in Religious Studies
- 1.3 Credit hours: 35

2. Identification of the proposed program changes: This proposal changes significantly the materials requested for consideration of admission to the program. Besides the addition of a general statement about the process, we propose to request the following:

- A personal statement.
- Writing sample.
- Two letters of recommendation.

We also are providing an initial review date for applications that we did not have before.

3. Detailed program description:

Current Language	Proposed Language
Graduate Studies admission requirements.	<p>The MA program in Religious Studies requires the following elements in all applications:</p> <p>The applicant must provide all materials required by Graduate Studies, complete the online application process, and meet the minimum GAP score (undergraduate grade point average multiplied by GRE score) requirement. Please visit the Graduate Studies website at www.wku.edu/graduate/ for more information and to complete the application. In addition, applicants must forward to the Department Head of Philosophy and Religion the following documents:</p> <ul style="list-style-type: none">• Personal Statement: This 2-3 page document (typed, double-spaced) should help the Admissions Committee understand how the applicant became interested in religious studies, what areas of religious studies the applicant would like to study, and how the program can help the applicant achieve his or her goals.• Writing Sample: An undergraduate or graduate paper (minimum of eight pages) that reflects the applicant's intellectual and communication skills.• Two letters of recommendation. <p>The priority deadline for admissions will be March 15. While applications will be reviewed after the</p>

	deadline, only those applications submitted by March 15 will be guaranteed full consideration. Applications submitted before the deadline will be reviewed periodically, allowing for early admissions decisions in some cases.
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4. Rationale for the proposed program change: After going through the admissions process for two years, the faculty in the program is revising the application requirements to be able to make better-informed decisions. The personal statement is critical in determining the areas of study of interest to the student. Without this information we are not able to determine whether or not our program would be a good fit for him or her. The writing sample and the letters of recommendation will provide important information about the intellectual abilities of applicants and whether or not they are academically prepared for our program. Finally, we would like to have a priority deadline of March 15 to give us a better chance at landing top students. That date seems consistent with other programs in Religious Studies.

5. Proposed term for implementation and special provisions (if applicable): 201310

6. Dates of prior committee approvals:

Religious Studies Program	August 27, 2012
Department of Philosophy and Religion	September 19, 2012
Potter College Curriculum Committee	_____ 10/11/2012 _____
Graduate Council	_____ 11/08/12 _____
University Senate	_____

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

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 5787

1. Identification of program:

- 1.1 Current program reference number: 1712
- 1.2 Current program title: Gender & Women's Studies Graduate Certificate
- 1.3 Credit hours: 15+

2. Identification of the proposed program changes:

- Revision of description of electives and of the process of adding new courses.
- Addition the following to the list of approved electives:
 - **ICSR 515 Utopias, Dystopias, & Intentional Communities**
 - **ICSR 525 Place & the Problem of Healing**
 - **PH 546 Public Health Issues in Women's Health**
 - **HIST 555 American Radicals**
 - **SOCL 535 Family Violence**

3. Detailed program description:

<p>Admission Requirements Admission is based on prior academic experience. Students who wish to enroll in the certificate must provide a personal statement explaining their interest in and reasons for pursuing this program of study; an academic writing sample of approximately 3000 words is also required.</p> <p>Certificate Requirements—15 hours The certificate requires 6 hours of core courses and 9 hours of electives, for a minimum of 15 hours. Those wishing to teach at the college level are encouraged to complete at least 18 hours.</p> <p>Required Core —6 hours GWS 545 Feminist Knowledge & Social Change GWS 555 Global & Cross-Cultural Perspectives on Women</p> <p>Electives: minimum of 9 hours Students may take any three of the electives listed below, with the following stipulation: one of the three electives must be outside a student's primary discipline.</p> <p>ENG 497G Women's Literature ENG 579 Studies in Victorian Literature FLK 579 Foodways PH 464G Women's Health PSY 430G Psychology of Women HIST 446G American Legal History HIST 553 Women & Gender in US History</p>	<p>Admission Requirements Admission is based on prior academic experience. Students who wish to enroll in the certificate must provide a personal statement explaining their interest in and reasons for pursuing this program of study; an academic writing sample of approximately 3000 words is also required.</p> <p>Certificate Requirements—15 hours The certificate requires 6 hours of core courses and 9 hours of electives, for a minimum of 15 hours. Those wishing to teach at the college level are encouraged to complete at least 18 hours.</p> <p>Required Core —6 hours GWS 545 Feminist Knowledge & Social Change GWS 555 Global & Cross-Cultural Perspectives on Women</p> <p>Electives: minimum of 9 hours Students may take any three of the electives listed below, with the following stipulation: only six hours may be taken in the student's primary discipline. one of the three electives must be outside a student's primary discipline.</p> <p>ENG 497G Women's Literature ENG 579 Studies in Victorian Literature FLK 579 Foodways ICSR 515 Utopias, Dystopias & Intentional Communities</p>
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<p>SOCL 435G Family Violence SOCL 546 Gender, Crime, and Justice</p> <p>Additional electives, offered by the Gender & Women's Studies Program, appear in the list below.</p> <p>Faculty and students may make recommendations to include other courses at any time. All new courses are reviewed by the Gender & Women's Studies Steering Committee. Students should check with the Women's Studies Office for an updated list of electives.</p>	<p>ICSR 525 Place & the Problem of Healing PH 464G Women's Health PSY 430G Psychology of Women HIST 446G American Legal History HIST 553 Women & Gender in US History HIST 555 American Radicals PH 565 Public Health Issues in Women's Health SOCL 535 Family Violence SOCL 546 Gender, Crime, and Justice</p> <p>Additional electives, offered by the Gender & Women's Studies Program, appear in the list below.</p> <p>Faculty and students may make recommendations to include other courses at any time. All new courses are reviewed by the curriculum committee. Students should check with the Women's Studies Office for an updated list of electives.</p>
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4. **Rationale for the proposed program change:** As new courses are created or revised or come to our attention as suitable as electives for the Graduate Certificate in Gender & Women's Studies, we need to update our catalog listing. Current faculty teaching these electives have been notified and have approved of our including their course(s) as a program elective. In a number of instances, students have taken these electives as exceptions to the Graduate Catalog; adding all appropriate electives removes the necessity of repeatedly offering exceptions.

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

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

Department of Diversity & Community Studies October 15, 2012

University College Graduate Curriculum Committee October 29, 2012

Graduate Council 11/08/12

University Senate _____

Attachment: Program Inventory Form

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

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 5787

1. Identification of program:

- 1.1 Current program reference number: 0448
- 1.2 Current program title: M.A. Social Responsibility & Sustainable Communities
- 1.3 Credit hours: 33

2. Identification of the proposed program changes:

- Correct the range of elective hours to 9-15 (thesis students take 9 elective hours)
- Add the following to the list of approved electives:
 - **COMM 528 Communication in Nonprofit**
 - **GWS 565 Black Feminism & the Politics of Community**
 - **GWS 630 Feminist Pedagogies**
 - **HIST 553 Gender & Women in US History**
 - **HIST 555 American Radicals**
 - **ICSR 515 Utopias, Dystopias, & Intentional Communities**
 - **ICSR 525 Place and the Problem of Healing**
 - **PH 548 Community Health Organization**
 - **SWRK 510 Human Behavior in Social Environments**

3. Detailed program description:

<p>Admission Requirements Admissions will be based on prior academic performance, a written Statement of Purpose, a resume, and two letters of recommendation.</p> <p>Degree Requirements The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, for a total of 33 hours; students are required to be in attendance during the campus-based ICSR 590 Sustainability Symposium.</p> <p><i>Required Core Courses-18 hours</i> ICSR 510 Perspectives on Social Justice ICSR 520 Community-Based Research ECON 530 Economic Policy ICSR 540 Community-Building for Sustainability LEAD 500 Effective Leadership Studies ICSR 590 Sustainability Symposium</p> <p><i>Thesis/Non-Thesis Option</i> Students may choose to write a thesis for six hours of credit (ICSR 599), or to complete six hours additional electives for a non-thesis option.</p>	<p>Admission Requirements Admissions will be based on prior academic performance, a written Statement of Purpose, a resume, and two letters of recommendation.</p> <p>Degree Requirements The MA in Social Responsibility and Sustainable Communities is comprised of a thesis and a non-thesis option. Both options require 18 hours of Core Courses plus electives, for a total of 33 hours; students are required to be in attendance during the campus-based ICSR 590 Sustainability Symposium.</p> <p><i>Required Core Courses-18 hours</i> ICSR 510 Perspectives on Social Justice ICSR 520 Community-Based Research ECON 530 Economic Policy ICSR 540 Community-Building for Sustainability LEAD 500 Effective Leadership Studies ICSR 590 Sustainability Symposium</p> <p><i>Thesis/Non-Thesis Option</i> Students may choose to write a thesis for six hours of credit (ICSR 599), or to complete six hours additional electives for a non-thesis option.</p>
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<p><i>Electives 12-15 hours</i> Limit of no more than 12 hours of courses in any one discipline. Other courses with permission of program director may be eligible as electives.</p> <p>AMS 630 Legal & Ethical Issues in Technology BA 510 Advanced Organizational Behavior GEOS 587 Environmental Law, Regulations and Policy GEOG 474G Environmental Planning GERO 501 Perspectives in Aging GERO 502 Policy Foundations of Aging Services GERO 503 Development & Change of Aging Programs GERO 504 Current Issues in Aging GERO 511 Global Aging HIST 505 Cultural Diversity in American History HIST 530 American Civil Rights Movement LEAD 525 Leadership Ethics PH 584 Principles of Environmental Health SOCL 525 Survey of Criminal Justice Studies SOCL 534 Neighborhoods and Crime SOCL 546 Gender, Crime and Justice SOCL 548 Race, Class, and Crime SOCL 572 Environmental Criminology SWRK 530 Foundations of Social Welfare Policy SWRK 630 Advanced Rural Welfare Policy GWS 545 Feminist Knowledge & Social Change GWS 535 Roots of Feminism GWS 555 Global & Multicultural Perspectives on Women GWS 575 Justice, Gender, and Sustainability GWS 625 Women & Leadership</p>	<p><i>Electives 9-15 hours</i> Limit of no more than 12 hours of courses in any one discipline. Other courses with permission of program director may be eligible as electives.</p> <p>AMS 630 Legal & Ethical Issues in Technology BA 510 Advanced Organizational Behavior COMM 528 Communication in Nonprofit ECON 434G Economics of Poverty & Discrimination GEOS 587 Environmental Law, Regulations and Policy GEOG 474G Environmental Planning GEOS 544 Practical Environmental Ethics GERO 501 Perspectives in Aging GERO 503 Policy Foundations of Aging Services GERO 505 Development & Change of Aging Programs GERO 510 Current Issues in Aging GERO 581 Global Aging GWS 545 Feminist Knowledge & Social Change GWS 535 Roots of Feminism GWS 555 Global & Multicultural Perspectives on Women GWS 565 Black Feminism & the Politics of Community GWS 575 Justice, Gender, and Sustainability GWS 625 Women & Leadership GWS 630 Feminist Pedagogies HIST 505 Cultural Diversity in American History HIST 530 American Civil Rights Movement HIST 553 Gender & Women in US History HIST 555 American Radicals ICSR 515 Utopias, Dystopias, & Intentional Communities ICSR 525 Place and the Problem of Healing LEAD 525 Leadership Ethics PH 548 Community Health Organization PH 584 Principles of Environmental Health SOCL 470G Environmental Sociology SOCL 525 Survey of Criminal Justice Studies SOCL 534 Neighborhoods and Crime SOCL 538 Victimology SOCL 542 Community SOCL 546 Gender, Crime and Justice SOCL 548 Race, Class, and Crime SOCL 572 Environmental Criminology SWRK 510 Human Behavior in Social Environments SWRK 530 Foundations of Social Welfare Policy SWRK 630 Advanced Rural Welfare Policy</p>
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4. **Rationale for the proposed program change:** As new courses are created or revised or come to our attention as suitable as electives for the M.A. in Social Responsibility & Sustainable Communities, we need to update our catalog listing. The courses included here are relevant to at least one of the program's themes: social justice, sustainability, and community studies. Current faculty teaching these electives and department heads have been notified and have approved of our including their course(s) as a program elective. In a number of instances, students have taken these electives as exceptions to the Graduate Catalog; adding all appropriate electives removes the necessity of repeatedly offering exceptions.

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

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

Department of Diversity & Community Studies October 15, 2012

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