

Graduate Studies and Research
Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: December 2007
FROM: Graduate Studies & Research

The Graduate Council submits the following items for consideration. Items marked with an asterisks [*] are information items. All other items are consent items:

I. One time Only

PUBH 598 Applied Research in Public Health*
COMM 575 Organizational Assessment*

II. Revise Course Catalog Listing

ENG 401G Advanced Composition

III. Suspend a Course

ENG 592 Realism and Naturalism in American Literature

IV. Multiple Revisions to a Course

ENG 412G History of Rhetoric

V. Create a New Course

ENG 530 American Short Story
CNS 585 Leadership and Administration in Student Affairs
CNS 610 Assessment and Accountability in Student Affairs

VI. Revise a Course Title

CNS 572 American College Student

VII. Revise Course Credit Hours

EDU 596 Portfolio Development and Professional Education

VIII. Revise a Program

145- MAE Student Affairs in Higher Education
085- MS Mathematics

IX. Proposal to Change the Criteria for Temporary Graduate Faculty Membership

X. Proposal to add a rule to the Operating Papers for Graduate Studies*

Proposal Date: 9/24/2007

**Potter College of Arts and Letters
Department of English
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Joe M. Hardin, joe.hardin@wku.edu, 5-4650

1. Identification of course: ENG 401G

- 1.1 Course prefix (subject area) and number: ENG 401G
- 1.2 Course title: Advanced Composition
- 1.3 Credit hours: 3 hours

2. Current course catalog listing: Theory and performance in the essay of ideas with stress on the essay form and coherence, sentence and paragraph design, punctuation, research paper technique, and other writing conventions.

3. Proposed course catalog listing: Theory and practice in reading and writing various genres of non-fiction, including researched essays, cultural critique, exposition, narrative, and argument. Special attention to style, voice, arrangement and advanced writing techniques.

4. Rationale for revision of the course catalog listing: New listing more accurately reflects actual course content.

5. Proposed term for implementation : Fall 2008

6. Dates of prior committee approvals:

English Department/Division:	9-27-07_____
PCAL Curriculum Committee	10-11-07_____
Graduate Council	11-08-07_____
University Senate	_____

Proposal Date: 9-22-07

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu, 5-3046

1. Identification of course: ENG 592

1.1 Current course prefix (subject area) and number:

1.2 Course title: Realism and Naturalism in American Literature

1.3 Credit hours: 3

2. Rationale for the course suspension: The graduate offerings in American literature are currently too concentrated in the nineteenth and early twentieth century. Suspending this course in order to replace it with a new one (American Short Story) will diversify our offerings, will round out our genre representation, and will prove better suited to our current faculty's interests and expertise.

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

4. Proposed term for implementation: Fall 2008

5. Dates of prior committee approvals:

English Department _____9-29-07_____

PCAL Curriculum Committee _____10-11-07_____

Graduate Council _____11-08-07_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 9/24/2007

**Potter College of Arts and Letters
Department of English
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Joe M. Hardin, joe.hardin@wku.edu, 5-4650

1. Identification of course: ENG 412G

- 1.1 Current course prefix (subject area) and number: Eng 412G
- 1.2 Course title: History of Rhetoric
- 1.3 Credit hours: 3 hours

2. Revise course title:

- 2.1 Current course title: History of Rhetoric
- 2.2 Proposed course title: Theory and Practice of Rhetoric
- 2.3 Proposed abbreviated title: Theory/Practice of Rhetoric
- 2.4 Rationale for revision of course title: New course title more accurately reflects course content.

3. Revise course number:

- 3.1 Current course number: NA
- 3.2 Proposed course number: NA
- 3.3 Rationale for revision of course number: NA

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: NA
- 4.2 Proposed prerequisites/corequisites/special requirements: NA
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: NA
- 4.4 Effect on completion of major/minor sequence: NA

5. Revise course catalog listing:

- 5.1 Current course catalog listing: This course surveys classical, traditional, and contemporary rhetoric as it is applied to written discourse. Emphasis will be placed on invention, arrangement, and style. Readings will include the work of classical and modern rhetoricians. Rhetorically oriented methods of teaching written discourse will be considered.

5.2 Proposed course catalog listing: A survey of the history of rhetorical theory from the classical to the contemporary period with emphasis on how theories reflect and guide public and written discourse and the teaching of writing.

5.3 Rationale for revision of course catalog listing: New course description more clearly differentiates course content from similar courses (notably composition theory course) and more accurately reflects course content.

6. Revise course credit hours:

6.1 Current course credit hours: NA

6.2 Proposed course credit hours: NA

6.3 Rationale for revision of course credit hours: NA

7. Proposed term for implementation: Fall 2008

8. Dates of prior committee approvals:

English Department: 9-27-07_____

PCAL Curriculum Committee 10-11-07_____

Graduate Council 11-8-07_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: September 12, 2007

**Potter College of Arts and Letters
Department of English
Proposal to Create a New Course
(Action Item)**

Contact Person: Sandra Hughes Email: sandy.hughes@wku.edu Phone: 745-5766

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 530
- 1.2 Course title: American Short Story
- 1.3 Abbreviated course title: American Short Story
- 1.4 Credit hours and contact hours: 3 hours credit, 3 hours contact
- 1.5 Type of course: S (seminar)
- 1.6 Prerequisites: None
- 1.7 Course catalog listing:

A study of the American short story from the early nineteenth century to the present, with attention to both form and content, as well as to evolving theoretical perspectives regarding the genre.

2. Rationale:

- 2.1 Reason for developing the proposed course: The English Department already offers graduate courses in the American Novel and American Poetry. A course in the American Short Story would enrich the department's genre-based offerings. In terms of both innovation and influence, the short story holds a central place in American literature, as demonstrated by the fact that the syllabus for such a course might incorporate works by four Nobel Laureates and ten National Book Award winners. In addition, because high school and middle school English curricula rely so heavily on short stories, this course will significantly contribute to teacher preparation within the English M.A. program.
- 2.2 Projected enrollment in the proposed course: 20 students
- 2.3 Relationship of the proposed course to courses now offered by the department: It does not overlap significantly with any other graduate courses offered in the existing curriculum.
- 2.4 Relationship of the proposed course to courses offered in other departments: None.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Indiana State University offers a graduate course entitled Forms of American Literature: Short Fiction and the University of Northern Iowa offers one in Short Fiction; Kent State, Northern Carolina

University, Illinois State University, Western Illinois University, and Youngstown State offer rotating seminars in literary form or genre, which include regular course offerings in short fiction at the graduate level; Eastern Michigan University, Illinois State University, and the University of North Carolina-Greensboro offer courses in American Fiction, Narrative Form and Theory, and the Structure of Fiction, respectively. Seven of our benchmark institutions offer undergraduate courses in the short story, and four more offer rotating genre courses at the undergraduate level.

3. Discussion of proposed course:

- 3.1 Course objectives: The course objectives include reading and analyzing short fiction from a variety of American literary periods, exploring key concepts in genre theory, and developing graduate-level interpretive and writing skills.
- 3.2 Content outline: The course will be organized chronologically, beginning with Charles Brockden Brown at the turn of the nineteenth century, proceeding through American Romantic writers such as Poe and Hawthorne; Realist authors such as Twain, James, and Chopin; Modernist writers such as Hemingway and Fitzgerald; Postmodernist authors such as Vonnegut and Pynchon; and Multicultural writers such as Kingston, Mukherjee, Morrison, and Jin. The class will expose students to such subgenres as short-short stories, detective stories, science fiction stories, etc. The course will also incorporate selections of theory and criticism to help illuminate the texts and their cultural contexts.
- 3.3 Student expectations and requirements: Activities may include student-led seminar discussions and the generation of substantial scholarly writing, such as a seminar paper of article length and an essay exam.
- 3.4 Tentative texts and course materials: The main text for the course will be a custom coursepack produced by the WKU Bookstore that may include short stories by, in addition to the authors listed above, writers such as Washington Irving, Charlotte Perkins Gilman, Jack London, Zora Neale Hurston, Flannery O'Connor, Jean Toomer, William Faulkner, Ralph Ellison, Peter Taylor, Ray Bradbury, Hisaye Yamamoto, Louise Erdrich, and Lorraine Lopez. Students will also read *New Short Story Theories*, a collection of critical essays edited by Charles May.

4. Resources:

- 4.1 Library resources: Existing and previously requested library resources (see attached form)
- 4.2 Computer resources: Existing English Department resources

5. Budget implications:

- 5.1 Proposed method of staffing: Existing English Department faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

English Department/Division:	__9-28-07__
Potter College Curriculum Committee	__10-11-07__
Graduate Council	_11-8-07__
University Senate	_____

Proposal Date: 09/05/2007

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)**

Contact Person: Aaron W. Hughey, 5-4953, Aaron.Hughey@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number:** CNS 585
- 1.2 Course title:** Leadership and Administration in Student Affairs
- 1.3 Abbreviated course title:** Leadership/Admin. in S.A.
- 1.4 Credit hours and contact hours:** 3
- 1.5 Type of course:** Lecture
- 1.6 Prerequisites/corequisites:** None.
- 1.7 Course catalog listing:** Applications of student affairs leadership theory, organizational theory, administrative policy development, planning and decision-making strategies, change management, and staff selection, training, supervision and evaluation will be examined.

2. Rationale:

- 2.1 Reason for developing the proposed course:** This course represents a combination of two core courses in the Student Affairs curriculum, CNS 573 (Leadership in Student Affairs) and CNS 575 (Administration of Student Affairs). A substantial portion of the Administration of Student Affairs course dealt with legal issues that are now covered in CNS 670 (Parameters of Law in Student Affairs and Higher Education), a required core course in the Student Affairs curriculum. Second, experience has shown that the Leadership course and the Administration course have sufficient overlap to warrant combining the content of these two courses into a single course. Finally, combining the Leadership and Administration course into a single course will allow for the addition of a new required core course on program assessment into the Student Affairs curriculum without affecting the number of hours required to complete the degree.
- 2.2 Projected enrollment in the proposed course:** Approximately 20-25 students per year. The course will be offered at least every two years; if a proposed program revision is approved, all Student Affairs majors will be required to take the course.

- 2.3 Relationship of the proposed course to courses now offered by the department:** This course represents a modified combination of two existing courses offered by the department, CNS 573 (Leadership in Student Affairs), and CNS 575 (Administration of Student Affairs). Some of the content from CNS 573 is now covered in CNS 577 (Counseling Concepts and Applications for Student Affairs Professionals). Moreover, some of the content from CNS 575 is now covered in CNS 620 (Parameters of Law in Student Affairs and Higher Education). Additional content from CNS 575 will be covered in a proposed new course on Program Assessment. As a result, this course will cover content areas not covered by any other courses in the department.
- 2.4 Relationship of the proposed course to courses offered in other departments:** The proposed course, due to its unique focus on applications within the student affairs profession, has no direct relationship to other courses offered in other departments. There are other courses in Leadership and Administration at Western [LEAD 500 (Leadership Perspectives) and BA 500 (Management Dynamics), for example], but none have a specific orientation on, and application to, the student affairs profession.
- 2.5 Relationship of the proposed course to courses offered in other institutions:** Other programs in Student Affairs at other institutions offer a combined course in Leadership and Administration like the one being proposed here. Missouri State's master's degree program in Student Affairs includes EAD 632 (Leadership and Administration in Student Affairs; 3 graduate hours), although the content covered in that course varies somewhat from the current proposal. The master's program in Student Affairs and Higher Education at Indiana State University also includes a required course, SAHE 650 (Leadership and Administration in Student Affairs and Higher Education). However, the course being proposed here seems to be unique with respect to the specific content it will cover.

3. Discussion of proposed course:

3.1 Course objectives:

Students in the course will:

- Identify effective leadership and administrative styles within the context of the student affairs profession.
- Apply specific leadership strategies within the context of the student affairs profession.
- Examine organizational theory as related to the student affairs profession.
- Recognize the internal and external constraints of leadership in student affairs, as well as how to successfully negotiate those constraints.
- Explain how to facilitate change in student affairs organizations.

- Develop skills in effective decision-making, problem-solving, and conflict resolution within the context of student affairs professional practice.
- Formulate strategies for policy development and implementation within the student affairs profession (including human resource development, the role of student governance, and information processing implications).
- Examine professional preparation of staff in the student affairs profession, including staff selection, supervision and evaluation, and various paraprofessional staff considerations.
- Evaluate physical facilities in the student affairs profession, including facilities utilization issues, maintenance/equipment issues, capital improvement issues, and staffing issues.
- Explore how to manage the fiscal dimensions associated with leadership and administration in the student affairs profession.

3.2 Content outline:

- Leadership Models/Application to Student Affairs
 - The evolution/history of leadership theory
 - Transactional vs. transformational leadership
 - Fundamental leadership practices
 - The unique characteristics of academic leadership
 - Leadership in student affairs
 - Facilitating Effective Leadership in Student Affairs
- Facilitating Effective Leadership in Student Affairs
 - Leadership styles/conceptual considerations
 - Motivational considerations
 - The role of communication
 - Decision-making models
 - Conflict resolution models
- Organizational Models of Higher Education/Student Affairs
 - The rational model
 - The bureaucratic model
 - The collegial model
 - The political model
 - Centralized vs. decentralized models
 - Administrative oversight vs. shared governance
 - Internal management structures
 - Dual reporting responsibilities

- Applications of General Management Theory to Student Affairs
 - Higher education as a mature industry
 - How work is organized in higher education/student affairs
 - How administrative theory is put into practice within student affairs
- Internal and External Constraints of Leadership in Student Affairs
 - Demographic and social trends
 - Governmental oversight/regulation
 - Constituent groups
 - Political realities
 - Cultural realities
- Facilitating Change in Student Affairs
 - Vision and mission development/alignment
 - The role of needs assessment
 - Strategies for implementing change
 - Building consensus/support
 - Overcoming resistance
- Policy Development in Student Affairs
 - The role of policy in student affairs/higher education
 - How policy is developed/implemented/evaluated
 - Human resource development
 - The role of student governance
 - Information processing implications
- Supervision in Student Affairs
 - Basic supervision in student affairs
 - Staff selection, supervision and evaluation
 - Supervisory issues/concerns unique to student affairs practice
 - Paraprofessional staff considerations
 - Employee relations/collective bargaining
- Facilities Management in Student Affairs
 - General facilities administration in Student Affairs
 - Facilities utilization issues
 - Maintenance/equipment issues
 - Capital improvement issues
 - Staffing issues.

3.3 Student expectations and requirements: Student acquisition of the knowledge and skills covered in the proposed course will be assessed by objective examinations,

essay examinations, case study resolutions, formal research papers, journal article and chapter critiques, and group projects and presentations.

3.4 Tentative texts and course materials:

Barr, M. J., & Desler, M. K. (2000). *The handbook of student affairs administration: A publication of the National Association of Student Personnel Administrators*. San Francisco, CA: Jossey-Bass.

Barr, M. J., & Sandeen, A. (2006). *Critical issues for student affairs: Challenges and opportunities*. San Francisco, CA: Jossey-Bass.

Manning, K., Kinzie, J., & Schuh, J. H. (2006). *One size does not fit all: Traditional and innovative models of student affairs practice*. New York, N.Y.: Brunner-Routledge.

Winston, R. B., Creamer, D. G., & Miller, T. K. (2001). *The professional student affairs administrator: Educator, leader, and manager*. New York, N.Y.: Brunner-Routledge

4. Resources:

4.1 Library resources: See attached. Present holdings are adequate.

4.2 Computer resources: Present resources are adequate.

5. Budget implications:

5.1 Proposed method of staffing: Proposed course can be offered with current staffing

5.2 Specific equipment needed: N/A

5.3 Expendable materials needed: N/A

5.4 Laboratory supplies needed: N/A

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

Department of Counseling and Student Affairs: September 5, 2007

CEBS Curriculum Committee October 2, 2007

Graduate Council: November 8, 2007

University Senate

Proposal Date: 09/04/2007

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)**

Contact Person: Tracy M. Lara, tracy.lara@wku.edu, 5-4849

1. Identification of proposed course:

- 1.1 **Course prefix (subject area) and number:** CNS 610
- 1.2 **Course title:** Assessment and Accountability in Student Affairs and Higher Education
- 1.3 **Abbreviated course title:** Assessment/Accountability in S. A.
- 1.4 **Credit hours and contact hours:** 3
- 1.5 **Type of course:** Lecture
- 1.6 **Prerequisites/corequisites:** None
- 1.7 **Course catalog listing:** Fundamental concepts of comprehensive assessment in student affairs and higher education. Emphasis on program or service assessment and accountability related to resource issues.

2. Rationale:

- 2.1 **Reason for developing the proposed course:**

The proposed course was indicated as a need and widely supported in the Department of Counseling and Student Affairs 2007 Advisory Council Meeting. Additionally, comments provided in the 2007 Student Affairs Employer Survey expressed that graduates of the student affairs program need knowledge and skills in assessment. This feedback aligns developments in the student affairs profession in higher education. Furthermore, the Council for the Advancement of Standards (CAS) in Higher Education indicates the necessity for graduate student preparation in assessment. Accountability in higher education has become a fact of life. Decreased state and federal allocations for higher education have resulted in tuition hikes. Tuition increases have raised public concern and scrutiny regarding effectiveness in developing a skilled and educated workforce. Other constituents concerned with accountability include faculty, administration, and boards of regents as well as external bodies such as accrediting and other regulatory agencies, law makers, alumni, and donors (Schuh & Upcraft, 2000). The gathering, analyzing, and interpreting of data to substantiate effectiveness has become an increasingly important function among professionals in higher education including student affairs personnel. Although a body of research indicates that student learning, development, academic achievement, and retention are served by co-curricular activities (Evans, Forney, & Guido-DiBrito, 1998; Kuh et al., 1994; Pascarella & Terenzini, 1991), this research is less well known among educational administrators and constituents. Assessment can be used to “demonstrate the effectiveness and worth of student services and

programs, and show positive relationships between students' out-of-class experiences and use of student services and programs and student learning, including academic achievement and retention" (Schuh & Upcraft, p. 10). Assessment also determines quality and cost-effectiveness of student services and programs. As an on-going process assessment is a critical element in strategic planning in higher education institutions. It is vital that student affairs divisions actively participate in strategic planning and that student affairs professionals be equipped with the skills to support the process (Schuh & Upcraft; Upcraft & Schuh, 1996). The systematic information provided through assessment provides a solid, data-driven basis for decision making and policy formation (Schuh & Upcraft). In summary, student affairs professionals need assessment knowledge and skills to assist their institutions in meeting their mission, vision, and strategic planning goals. Equipped with this knowledge and skills, student affairs professionals are better able to provide student services and programming to effect desired student learning and development outcomes as well as improve retention. This proposed course will build upon and reinforce the assessment concepts covered throughout the Student Affairs curriculum while provide the students with an in-depth understanding of assessment and the necessary skills to perform assessment in student affairs and higher education.

- 2.2 **Projected enrollment in the proposed course:** Approximately 20-25 students per year. The course will be offered at least every two years; if a proposed program revision is approved, all Student Affairs majors will be required to take the course.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** Currently the department of counseling and student affairs offers CNS 552 Testing and Assessment in Counseling. The focus of this course is on individual and group testing and assessment as related to educational and career planning as well as the provision of mental health and special education services. The proposed course focuses on program and service assessment and is not concerned with individual intelligence, personality, or career testing or assessment.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** The Department of Psychology offers PSY 514 Program Evaluation (3 hours), an examination of program accountability that emphasizes all phases of evaluation and covers decision making processes. PSY 515 (1 hour) is the accompanying lab to PSY 514. In the lab, the student conducts a program evaluation as a part of an evaluation team and writes the report for dissemination to appropriate offices and/or agencies. This 4 hour course combination targets school psychology majors, and the course content focuses on evaluation strategies related to topics within P-12 school systems. However, the proposed course will differ in that it will focus on small and large scale programs, services, and departmental assessment within the postsecondary context. Additionally, the proposed course will be concerned with incorporating assessment and evaluation into the development of programming specific to college student populations. This focus on the design component of programming including budgetary considerations also distinguishes this course from PSY 514.

- 2.5 **Relationship of the proposed course to courses offered in other institutions:** University of Louisville offers ECPY 761 Program Development and Evaluation, a course on the methodologies of developing student affairs programs and needs assessment through summative evaluations as part of the College Student Personnel program. Of the 2005/06 Benchmarks offering a student affairs or college student personnel program, the following institutions offer a course similar to the proposed course. Indiana State University, SAHE 640 Collegiate Environments: Theory, Assessment, and Application (3 hours) focuses on the physical, social, and psychological aspects of the college environment. Theories, research, assessment devices, and design strategies will be explored relative to understanding environmental influences on human behavior in the collegiate setting and to practice in student personnel in higher education. University of Northern Iowa, 170:381 Studies in Assessment in Postsecondary Education provides an overview of assessment in higher education with an emphasis on student affairs. This course includes an examination of topics related to assessment such as benchmarking, program evaluation, student learning and development outcomes, student needs, student satisfaction, and campus culture. Youngstown State University, OH offers 7046 Assessment in Student Affairs Practice (3 hours) to promote the understanding of assessment and program evaluation in enhancing practice. The course will focus on how to utilize assessment to improve practice and to demonstrate the effectiveness of programs, as well as, to provide opportunities to effectively assess various dimensions of the college experience. By learning the usefulness and appropriateness of various assessment methodologies, the emerging practitioner will learn to provide evidence for effective practice.

3. **Discussion of proposed course:**

3.1 **Course objectives:**

- Students will gain an understanding of accountability, program assessment, and budgeting as related to student services and programming in higher education.
- Students will develop skills to incorporate an evaluation component into the design of educational programs and student learning experiences.
- Students will examine all aspects of comprehensive program assessment.
- Students will learn how to collect and analyze program assessment data.
- Students will learn how to write and report program assessment results.

3.2 **Content outline:**

Examination of accountability in higher education

- Budget and allocation constraints
- Increasing tuition and public awareness
- Internal and external politics

Assessment and determination of effectiveness

- Definition of terms
- Constituents
- Consultation
- Steps in the assessment process

- Comprehensive Assessment in Student Affairs
 - Elements of comprehensive assessment
 - Program, Service, and Facility Usage
 - Needs Assessment
 - Student Satisfaction Assessment
 - Assessing Campus Culture and Learning Environments
- Outcomes assessment
 - Developing learning outcomes
 - Student Success and Institutional Effectiveness
- Assessing Program Objectives: Student Learning and Development
 - Understanding students, their experiences, and their learning
 - Quality establishment, maintenance, and enhancement
 - Methods: Qualitative and Quantitative
- Benchmarking
- Comparison to Professional Standards
 - CAS Standards
 - Application of CAS standards
 - Aspects of a CAS review
 - Accreditation and other governing bodies
- Reporting and Using Assessment Results
 - Format of report
 - Presentation of results
 - Uses of assessment results
- Ethics and Integrity in Assessment
- Budgeting concepts and terms: Issues of Functional Areas
 - Cost effective programming
 - Budgeting in functional areas
- Implications for Policy and Decision Making
 - Using assessment results as the basis of administrative decisions
 - Examining strengths, weakness, and opportunities
 - Application to strategic planning

3.3 **Student expectations and requirements:** This proposed course will include the exchange of ideas in discussion and experiential activities, group work, peer feedback, reading, writing, and reflection. Students will be graded on assignments, projects, course contribution, and presentations.

3.4 **Tentative texts and course materials:**

Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education (6th ed.)*. Washington, DC: Author.

Palomba, C., & Banta, T. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.

Schuh, J. H., & Upcraft, L. (2001). *Assessment practice in student affairs: An applications manual*. San Francisco: Jossey-Bass.

Upcraft, M., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

Woodard, D. (ed.) (1995). Budgeting as a Tool for Policy in Student Affairs. *New Directions for Student Services*, 70. San Francisco: Jossey-Bass.

4. Resources:

- 4.1 Library resources: Adequate to support the course.
- 4.2 Computer resources: Sufficient to support the course.

5. Budget implications:

- 5.1 Proposed method of staffing: Current departmental faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

Department of Counseling and Student Affairs September 5, 2007

CEBS Curriculum Committee October 2, 2007

Graduate Council November 8, 2007

University Senate _____

Proposal Date: 06/21/2007

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Tracy M. Lara, tracy.lara@wku.edu, 5-4849

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 572
- 1.2 Current course title: American College Student
- 1.3 Credit hours: 3

2. Proposed course title: The College Student Experience

3. Proposed abbreviated course title: College Student Experience
(max. of 30 characters including spaces)

4. Rationale for the revision of course title: Proposed title is more inclusive and representative of the course content regarding the impact of college on students and students attending college in a global context.

5. Proposed term for implementation: Fall 2008

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs	September 5, 2007
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CEBS Curriculum Committee	October 2, 2007
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Graduate Council	November 8, 2007
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: September 5, 2007

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Dr. Barbara Kacer, 5-4430, barbara.kacer@wku.edu

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDU 596
- 1.2 Course title: Portfolio Development and Professional Education
- 1.3 Credit hours: 2

2. Proposed course credit hours: 1 - 2

- 3. Rationale for the revision of course credit hours:** If the proposed change in hours for EDU 501 is approved, students will begin portfolio construction in that course; therefore, the content of EDU 596 will be reduced. Essentially, in EDU 596 students will continue to develop/refine the portfolio that was initiated in EDU 501. In order to accommodate both the students who have already taken 501 for 1 hour and those who will take 501 for 2 hours after that revision goes into effect, the faculty is proposing making 596 into a variable hours course, for 1 or 2 credits. Both 1-hour and 2-hour sections will be offered until all students who need the 2-hour EDU 596 have completed their programs.

4. Proposed term for implementation: Spring, 2008

5. Dates of prior committee approvals:

Department of Curriculum & Instruction	<u>September 28, 2007</u>
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CEBS Curriculum Committee	<u>October 2, 2007</u>
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Professional Education Council	<u>October 10, 2007</u>
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Graduate Council	<u>November 8, 2007</u>
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 09/05/2007

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise A Program
(Action Item)**

Contact Person: Tracy M. Lara, tracy.lara@wku.edu, 5-4849

1. Identification of program:

- 1.1 Current program reference number: 145
- 1.2 Current program title: Student Affairs in Higher Education
- 1.3 Credit hours: 48

2. Identification of the proposed program changes:

- Deleting courses:
 - CNS 573 Leadership in Student Affairs
 - CNS 575 Administration of Student Affairs
- Adding courses:
 - CNS 585 Leadership and Administration in Student Affairs
 - CNS 610 Assessment and Accountability in Student Affairs and Higher Education
- Revise course title:
 - CNS 572 The College Student Experience

3. Detailed program description:

Current
A. General Professional Requirements (15 hours)

EDFN 500 Research Methods
CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
CNS 555 Social and Cultural Diversity in Counseling
CNS 556 Career Counseling
CNS 558 Counseling Theories

Proposed
A. General Professional Requirements (15 hours)

EDFN 500 Research Methods
CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
CNS 555 Social and Cultural Diversity in Counseling
CNS 556 Career Counseling
CNS 558 Counseling Theories

B. Student Affairs Major (27 hours)

CNS 571 Introduction to Student Affairs

CNS 572 The American College Student

CNS 573 Leadership in Student Affairs

CNS 574 Student Development

CNS 575 Administration of Student Affairs

CNS 670 Parameters of Law in Student Affairs
and Higher Education

CNS 590 Practicum

CNS 595 Internship (6 hours)

C. Electives (6 hours)

B. Student Affairs Major (27 hours)

CNS 571 Introduction to Student Affairs

CNS 572 College Student Experience

**CNS 610 Assessment and Accountability in
Student Affairs and Higher Education**

CNS 574 Student Development

**CNS 585 Leadership and Administration in
Student Affairs**

CNS 670 Parameters of Law in Student Affairs
and Higher Education

CNS 590 Practicum

CNS 595 Internship (6 hours)

C. Electives (6 hours)

4. Rationale for the proposed program change:

These changes represent a strategy to strengthen the Student Affairs curriculum based on both formal as well as informal feedback from graduates of the program as well as employers of those graduates. They are also the result of the Council for the Advancement of Standards (CAS) in Higher Education certification process, which is designed to critically examine graduate programs in an effort to identify and correct potential deficiencies in content and applications inherent to the educational experience. Specifically, experience has demonstrated that administration and leadership are best taught in a complementary manner and this is done in analogous programs at other institutions. The trend in the profession over the last few years has been to emphasize program assessment. It only makes sense that graduates who are preparing to enter the field have a working knowledge of this increasingly important aspect of student affairs work. Finally, 'The American College Student' is really an antiquated course title. It has cultural implications that are increasingly irrelevant in a global society. 'The College Student Experience' is more descriptive of the true focus of the course and will allow it to be used more broadly in other degree/certificate programs.

Another modification to the curriculum is a proposed new course CNS 585 Leadership and Administration in Student Affairs. This course represents a combination of two core courses in the Student Affairs curriculum, CNS 573 (Leadership in Student Affairs) and CNS 575 (Administration of Student Affairs). A substantial portion of the Administration of Student Affairs course dealt with legal issues that are now covered in CNS 670 (Parameters of Law in Student Affairs and Higher Education), a required core course in the Student Affairs curriculum. Second, experience has shown that the Leadership course and the Administration course have sufficient overlap to warrant combining the content of these two courses into a single course. Finally, combining the Leadership and Administration course into a single course will allow for the addition of a new required core course on program assessment into the Student Affairs curriculum without affecting the number of hours required to complete the degree. As a result of this newly proposed course CNS 573 Leadership in Student Affairs will be deleted from the program of study.

Finally, CNS 610 Assessment in Student Affairs and Higher Education is a proposed new course addition to the curriculum. Student affairs professionals need assessment knowledge and skills to assist their institutions in meeting their mission, vision, and strategic planning goals. Equipped with this knowledge and skills, student affairs professionals are better able to provide student services and programming to affect desired student learning and development outcomes as well as improve retention. This proposed course will build upon and reinforce the assessment concepts covered throughout the Student Affairs curriculum while provide the students with an in-depth understanding of assessment and the necessary skills to perform assessment in student affairs and higher education.

5. Proposed term for implementation and special provisions (if applicable): Fall 2008

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs

September 5, 2007

CEBS Curriculum Committee

October 2, 2007

Graduate Council

November 8, 2007

University Senate

Attachment: Program Inventory Form

Proposal Date: 03/22/07

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

Contact Person: Claus Ernst e-mail: claus.ernst@wku.edu Phone: 5-6226

1. Identification of program

- 1.1 Reference Number: 085
- 1.2 Current Program Title: Master of Science in Mathematics
- 1.3 Credit hours: 30

2. Identification of the proposed changes:

The Department of Mathematics offers the M.S. degree and the M.A. degree. Both degrees have thesis and non-thesis options, and both require 30 hours of graduate-level courses. The M.A. degree is designed for students interested in careers in secondary education and is not affected by this proposal.

A "computational mathematics" option in the M.S. in Mathematics is being added to this program. This new option contains a large component of computer science graduate courses and has entry requirements that are tailored to meet the needs of this option. The courses in the computational option are designed to prepare the students who are seeking employment in industry with an emphasis on computational mathematics. The current M. S. program will be called the "general option" and will remain unchanged (including the admission requirements). The general option will be recommended for those students who wish to obtain a Ph. D. degree at another university, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations.

3. Detailed program description:

Current Program Description (This current program will remain unchanged and will be available as "general option").	Proposed Program Description
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<p>The M.S. degree requires traditional courses in analysis, algebra, topology, and applied mathematics, and is recommended for students planning who wish to obtain to pursue a Ph.D. degree or technical industrial employment.</p>	<p>The core of this program are three learning outcomes: knowledge of analysis (numerical or theoretical), knowledge of discrete mathematics (algebra, operations research or algorithms) and knowledge of applied mathematics (probability, statistics, computer science and programming). The department recognizes that these goals can be achieved through a variety of different pathways. Consequently, the individual student's advisor will choose a combination of at least 12 credits in theoretical or applied Mathematics and other appropriate experiences (thesis research or computer science courses.) There are two options available. The M.S. (general option) requires knowledge in such traditional areas as analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph. D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science in addition to knowledge in traditional areas.</p> <p>Each option for the M.S. in Mathematics requires a minimum of 30 hours of graduate-level coursework.</p>
<p><i>Requirements for the current M.S. in Mathematics</i> <i>(These will be the requirements in the proposed general option)</i></p>	<p><i>Requirements for the proposed computational option.</i></p>
<p>The following are required:</p> <p>(1)</p> <p>Analysis: MATH 431G Analysis I</p> <p>Algebra: MATH 417G Algebra</p> <p>Topology: MATH 439G Topology</p> <p>If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor.</p>	<p>The following are required:</p> <p>(1)</p> <p>Analysis: MATH/CS 405G Numerical Analysis I</p> <p>Algebra: MATH 470G Introduction to Operations Research CS 549 Algorithms Analysis</p> <p>If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor.</p>

(2) An applied Mathematics course selected from MATH 529, 531, 535, 536, 540, 541, 542, 550, 570, STAT 549, or as approved by the Departmental Graduate Committee	(2) STAT 549 Statistical Methods I
(3) Analysis: MATH 532 Analysis II	(3) Analysis: MATH 406G Numerical Analysis II
(4) One of the following two-course sequences: MATH 417G-517, 439G-539, 450G-550, 435G-535, 470G-570, 529-540, 435G-531, 535-536; 405G-406G can be taken by students who have substituted a 500-level course for at least one of the three courses listed in (1).	(4) At least two courses from the list below are required: CS 562 Parallel and Distributed Computing CS 565 Data Mining Techniques and Tools CS 595 Advanced Topics in computer science (with permission of advisor, i.e. depending what the topic of the course will be)
Students who choose to write a thesis are required to complete 6 hours of MATH 599 - Thesis Research and Writing and to give an oral defense of the thesis.	Students who choose to write a thesis are required to complete 6 hours of MATH 599 - Thesis Research and Writing and to give an oral defense of the thesis.
The remaining mathematics courses in the student's program must be chosen from MATH 405G, 406G, 415G, 423G, 435G, 450G, 470G, 504, 517, 523, 529, 531, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590 or STAT 549.	The remaining courses will be chosen from the list below: MATH 431G Intermediate Analysis I MATH 541 Graph Theory MATH 570 Topics in Operations Research MATH 504 Computer Applications to Problems in Mathematics MATH 540 Stochastic Processes MATH 542 Advanced Topics in Discrete Mathematics MATH 590 Advanced Topics in Mathematics (with permission of advisor, i.e. depending what the topic of the course will be.)
A maximum of 12 hours at the 400G-level may be included in the entire program.	A maximum of 12 hours at the 400G-level may be included in the entire program.
A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool must be completed during the first 15 hours of coursework and may be fulfilled by a mathematics reading course, a computer science course, a foreign language examination, or another option approved by a Mathematics Department graduate advisor.	The research tool requirement is satisfied by the computer science classes.
In addition, all students in the M.S. program (general option) must have a working knowledge of a high-level programming	Knowledge of a high-level programming language will be prerequisite for admittance into the computational option.

language or computer algebra system.	
A student may, upon prior approval of the Mathematics Department Graduate Committee, include in his/her program a maximum of 6 hours of coursework from a related field.	The CS classes required in this option do not allow for additional courses in a related field.
Comprehensive exams are required.	Comprehensive exams are required.
<i>Admission Requirements for the current M.S. in Mathematics</i>	<i>Admission Requirements for the proposed Computational Mathematics option for the M.S. in Mathematics</i>
(1) A GAP score of 3000.	(1) A GAP score of 3000.
(2) Completion of the following undergraduate courses: (a) a calculus sequence through multivariable calculus; (b) linear algebra; (c) discrete mathematics; (d) an applied mathematics course (e.g. differential equations, probability, calculus-based statistics, numerical analysis); (e) abstract algebra.	(2) Completion of the following undergraduate courses: (a) a one year calculus sequence; (b) linear algebra; (c) discrete mathematics (d) a one year sequence of programming courses; (e) A B.A. degree with a major in either Computer Science, Engineering, Mathematics or Physics.
(3) A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following: (i) all mathematics courses that are applicable to the undergraduate mathematics major; or (ii) courses specified in (b) through (e) of Item 2 above.	(3) A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following: (i) all mathematics and computer science courses that are listed in (a) through (d) of Item 2 above; or (ii) all courses in the major listed in (e) of Item 2 above.
Admission may be granted to a student having at most one deficiency in the undergraduate courses listed in Item 2.	Students can not enter the program if they have a deficiency in the courses listed in Item 2 above.

4. Rationale for proposed program revisions:

At present the Mathematics Department at WKU offers an M.S. degree and an M.A. degree. The M.A. is particularly attractive to students who are interested in a career in secondary education. The M.S., based to a large extent on traditional course work from applied and pure mathematics, serves students well who intend to enter into a Ph.D. program, plan a teaching career at the community college level, or seek employment in industry with an emphasis on conceptual foundations. However, many higher end positions in industry, the financial sector, or government agencies require hands-on

mathematical expertise that goes beyond what is provided by a bachelor's degree and is different in flavor from our general option M.S. The M.S. option in Computational Mathematics is designed to meet the increasing demand for employees in industry and finance with practical skills in mathematics and mathematical computing.

5. Proposed term for implementation and special provisions:

Term: Spring, 2008

Provisions, if applicable: Not applicable.

6. Dates of prior committee approvals:

Department of Mathematics	<u>4/6/07</u>
OCSE Graduate Committee	<u>9-6-07</u>
Graduate Council	<u>11-8-07</u>
University Senate	<u></u>

Attachment: [Program Inventory Form](#)

Graduate Faculty Status Committee Recommendation

We would like to recommend the following change to membership criteria.

Current

To qualify for temporary membership on the Graduate Faculty, a faculty member must meet the following academic requirements:

- Hold an appropriate degree and appropriate professional experience in the teaching field;
- Hold the rank of assistant professor or above;
- Present evidence for potential for effective teaching and high-quality scholarly and creative achievement;
- Be involved in University and public service.

Recommendation

To qualify for temporary membership on the Graduate Faculty, a faculty member must meet the following academic requirements:

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- Present evidence for potential for effective teaching and high-quality scholarly and creative achievement;
- Be involved in University and public service.

Proposal to Change the Criteria for Temporary Graduate Faculty Membership

(Contact person: Nedra Atwell, nedra.atwell@wku.edu, 5-4647)

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