

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

REPORT TO THE UNIVERSITY SENATE

DATE: February 2007
FROM: Graduate Studies

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

ART 406G- Art, Gender and Diversity*
MLNG 474G- Teaching Foreign Language*
WOMN 615- Women and Global Health Disparities*
MUS 515- Arts/Humanities Content and Processes*
GEOG 507- Geographic Concepts and Skills for Teachers*
PH 598: Applied Research in Public Health*

II. Create a Course

EDFN 703- Field Methods for Evaluation Laboratory
EXED 610- Characteristics of Autism Spectrum Disorders
EXED 612- Collaboration with Schools and Agencies for Individuals with Autism Spectrum Disorder
EXED 615- Instructional Strategies and Design for Students with Autism Spectrum Disorders
EXED 618- Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorder
EXED 619: Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders
BIOL 500- Introduction to Graduate Studies and Research in Biology
BIOL 506- Biology Environmental Seminar
BIOL 543- Environmental Science Concepts
BIOL 587- Environmental Law, Regulations, and Policy
PH 598- Applied Research in Public Health
REC 426G- Facility Planning and Design
ECON 571- Public Policy Economics
ECON 596- Applied Economics Project
ECON 597- Practicum in Economics

III. Revise a Course

BIOL 598- Graduate Seminar

IV. Revise a Course Title

ECON 506/BA 540- Statistical Research Methods

V. Suspend a Course

ENV 415G- Lab Water Treatment

HCA 584- Health Policy and Planning

SFTY 532- Independent Investigation in Community Health

VI. Delete a Course

PSY 515- Program Evaluation Laboratory

VII. Revise Course Prerequisites/Corequisites

LTCY 520- Clinical Diagnosis of Reading Variability

LTCY 521- Reading Intervention Practicum

LTCY 522- Investigations in Reading

VIII. Create New Certificate Program

Autism Spectrum Disorders Certificate

IX. Revise a Program

044- MAE Literacy

056- MS Biology (Core)

056- MS Biology (add a concentration in Environmental Science)

MA Applied Economics

X. Policy Revision

Graduate Academic Probation and Dismissal

TOEFL Equivalent of iBT to Computer Based Score

Proposal Date: 10/1/2006

**College of Education and Behavioral Sciences
Department of Administration Leadership and Research
Proposal to Create a New Course
(Action Item)**

Contact Person: Sharon Spall; e-mail: sharon.spall@wku.edu; Phone: 5-5190

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDFN 703
- 1.2 Course title: Field Methods for Qualitative Research
- 1.3 Abbreviated course title: Field Methods for Qual Research
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S(Seminar)
- 1.6 Prerequisites: EDFN 603 and permission of the instructor.
- 1.7 Course catalog listing:
Development of a proposal, implementation in the field, and preparation of a written and oral report for a qualitative research project.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The cooperative doctoral program in Educational Administration with Western Kentucky University and University of Louisville requires that students develop research skills in order to interpret research reports, complete an inquiry, and complete the dissertation. The Department of Administration, Leadership, and Research has developed research methods courses for quantitative and qualitative research to provide course work on our campus to support the research skill development of our students. As an extension of our commitment to our students, the introductory course for qualitative research, EDFN 603, was developed, and now the proposed course is meant to provide additional support in qualitative research field methods for students. The proposed course will be field practice for the skills studied in the first course. Students will construct a project and carry the project through to completion, which will provide preparation for the development of the more extensive dissertation project.
- 2.2 Projected enrollment in the proposed course:
The enrollment in EDFN 603 is usually around nine, so enrollment in the proposed course would be similar.
- 2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course will provide guidance for the problem refinement, project implementation, project maintenance, and writing of a final project. In EDFN 603, students study the philosophical foundations of qualitative research and analyze the traditional approaches for conducting studies. The proposed course will build on the information and skills studied in EDFN 603 and will serve as preparation for beginning the dissertation.

2.4 Relationship of the proposed course to courses offered in other departments:

Some departments at Western Kentucky University offer courses that introduce qualitative research and practice some qualitative research skills.

Some examples are:

SOC 510 *Qualitative Methods in Social Research*

COMM 501 *Qualitative Methods in Communication Research*

COMM 404 *Ethnographic Methods in Communication Research*

FLK 566 *Oral History Materials and Methods*

FLK 578 *Folklore Fieldwork*

However, the proposed course will differ in that it will require advanced graduate students to plan a qualitative project, implement the project, analyze the data, and report the findings.

2.4 Relationship of the proposed course to courses offered in other institutions:

Qualitative research courses in colleges of education in other institutions are typically 700 level and projected for advanced graduate students.

Some examples are:

University of Kentucky-

EPE 763 *Advanced Field Studies in the Department of Educational Policy Studies and Curriculum* in the College of Education. Explores qualitative research methods and students practice data collection, analysis, and reporting.

EPE 790 *Historical Research* examines applications of historical research in education and includes some qualitative approaches.

University of Louisville-

ELFH 705 *Qualitative Data Analysis and Data Representation* in the Department of Leadership, Foundations and Human Resource Education in the College of Education and Human Development and Graduate School. In ELFH 705 students study and implement a study to practice data collection and analysis. This is a continuation of EFFN 704. which introduces the students to data collection and analysis.

3. Discussion of proposed course:

- 3.1 At the conclusions of the course, students will be able to
- Synthesize literature related to a topic and qualitative methodology.
 - Design a qualitative research project.
 - Collect and analyze qualitative data.
 - Prepare oral and written reports on the findings.
- 3.2 Content outline:
- Problem, question, purpose development for qualitative research
 - Research design
 - Research journaling
 - Role of the researcher
 - Ethics and qualitative research
 - Human Subjects Review Boards
 - Implementation of study
 - Field experiences and field procedures
 - Writing the final report
- 3.3 Student expectations and requirements:
Students will
- Prepare and submit a literature review on a selected topic
 - Construct and submit a research design
 - Maintain and submit a research journal
 - Present an oral and written report of findings to the class
 - Submit critiques on methodology related to the research design
 -
- 3.4 Tentative texts and course materials:
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research methods*. New York: Pearson Education.
 - Wolcott, H. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.

4. Resources:

- 4.1 Library resources:
Present holdings adequate
- 4.2 Computer resources:
None

5. Budget implications:

- 5.1 Proposed method of staffing:
Present faculty in the Department of Administration, Leadership, and Research will teach this course.

5.2 Special equipment needed:
None

5.3 Expendable materials needed:
None

5.4 Laboratory materials needed:
None

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Department of Educational Administration, Leadership,
and Research

CEBS Curriculum Committee

Graduate Council

_____1/11/07_____

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

10/10/2006

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)**

Contact Person: Marty Boman

email: marty.boman@wku.edu

Phone: 5-8833

1. Identification of proposed course:

- 1.1 Course prefix and number: EXED 610
- 1.2 Title: Characteristics of Autism Spectrum Disorders
- 1.3 Abbreviated title: Characteristics of ASD
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture/Lab
- 1.6 Prerequisite: Master's degree in education or related field
- 1.7 Catalog course listing:
Comprehensive review of ASD from the perspectives of various disciplines.
Theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues. Thirty field experience hours required.

2. Rationale:

2.1 Reason for developing the proposed course:

This course will serve as an introduction to ASD, and will provide the most current research findings and best practices needed to gain a clear understanding of individuals diagnosed with ASD.

Due to the students' social, emotional, communication, academic, and sensory needs, teachers are searching for strategies that they can implement. Currently, these teachers and administrators are contacting the WKU Clinical Education Complex daily as they are searching for strategies that can be implemented with students with ASD. One of the main focuses of the CEC is to serve individuals with autism and their families. In order for the Kelly Autism Program to become a national model, the college must provide a high quality educational opportunity for teachers who work with these individuals.

Research has shown that the majority of these students can improve with the correct interventions.

Justification for developing this proposed course also comes from local, state, and national prevalence factors that indicate a dramatic increase in individuals diagnosed with autism throughout the nation as well as in Kentucky. According to the Department of Education in the United States, for children ages 6-21, the number of students in Kentucky with autism served by Individuals with Disabilities Education Act (IDEA) has increased to 1,845% from 38 in 1992-1993 to 739 in the academic year of 1999-2000.

Several graduate students in various educational programs at WKU have expressed a need to increase their knowledge base regarding the education of these individuals due to the increasing number of students they are experiencing in their classrooms. This course will be the foundation for the education they are requesting.

2.2 Projected enrollment in the proposed course:

This course will be proposed as the first of five classes that will be part of the certificate program in the areas of ASD. Based on interest of the proposed certificate by educational personnel, it is expected that enrollment will be approximately 20 students per offering. Certified education personnel or those in related fields are expected to enroll in the proposed course.

2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course will be one of five exceptional education courses developed to equip the teacher to serve in the capacity as an educational resource for other teachers who are working with individuals with ASD. As the first course in the sequence, it will be a prerequisite for the other four proposed courses due to the fact that the information will serve as the foundation for understanding ASD. The faculty examined the content of existing courses and found that although ASD is discussed briefly in EXED516 *The Exceptional Child: Perspectives and Issues*, the other requirements of this course do not allow the time and attention to develop the level of knowledge and skills required for the demands of an educational certificate program. The proposed course will incorporate an extensive array of background information about this field.

2.4 Relationship of the proposed course to courses offered in other departments:

There are no graduate courses similar to the proposed course in other departments. The faculty examined a variety of courses including: Communication Disorders: CD 504 *Seminar in Language Disorders*, CD 510 *Seminar in Speech Pathology*, and CD 511 *Neurology of Speech and Language Disorders*; as well as Psychology: PSY 662 *Practicum in Psychology* and PSY 540 *Behavior Problems of Children and Adolescence*. These courses only briefly discuss ASD as it relates to the particular topic of that class.

2.5 Relationship of the proposed course to courses offered in other institutions:

There are no courses similar to the proposed course in this state due to the fact that an ASD certificate program does not exist in Kentucky at the present time. Both Eastern Kentucky University and the University of Kentucky have had discussions with WKU staff about the need for such a program, and hope to develop a program in the near future. Similar courses at other universities which offer this certificate include: SPECED 607 *Foundations of Autism Spectrum Disorder*, University of Wisconsin-Whitewater; SPE 530 *Autism Spectrum Disorder: Characteristics and Etiology*, Central Michigan University; SPED *Fundamentals of Autism Spectrum Disorders*, University of St. Thomas;

and SPE 525 *Introduction to Teaching and Assessing Students with Autism Spectrum Disorders*, Missouri State University.

3. Description of Proposed Course:

3.1 Course objectives:

The student will acquire these skills by the end of the course:

- Outline the history of ASD and how it developed
- Define the disorders included in this field, and identify the prevalence and major causal factors of the various disorders
- Describe the characteristics of individuals with ASD
- Explain how ASD are identified
- Discuss how students with ASD receive their education
- Identify recommended educational practices for students with ASD
- Summarize the perspectives and concerns of parents and families of students with ASD
- Identify issues and trends affecting the field of ASD

3.2 Content outline:

- Nature of the disorder
- Extent of the disorder
- History: Development of the field
- Classification and screening
- Evaluation for instruction
- Causal factors
- Biological factors
- Family factors
- School factors
 - Academic
 - Communication
 - Behavioral and social
 - Sensory issues
- Future projections
- Autism
- Aspergers Syndrome
- Angelman
- Other PDD

3.3 Student expectations and requirements:

Students will participate in a variety of topical activities and projects that will prepare them with the knowledge and skills to gain an understanding of ASD included, but not limited to the following:

- Readings
- Case studies
- Presentations
- Exams
- Papers

- Observations
- Group projects
- Individual projects

3.4 Tentative texts and materials:

Bauman, M. & Kemper, T. (2004). *The neurobiology of autism*. Baltimore, MD: Johns Hopkins University Press.

Kluth, P. (2003). *"You're going to love this kid!"* Baltimore, MD: Paul H. Brookes Publishing Co.

Szatmari, P. (2004). *Understanding children with autism and aspergers syndrome*. New York: Guilford Press

Zager, D. (2005). *Autism spectrum disorder: Identification, education, and treatment*. Nahwah, NJ: Lawrence Erlbaum Associates, Inc.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget Implications:

5.1 Proposed method of staffing: Current faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall, 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs _____ 10/13/2006 _____

CEBS Curriculum Committee _____ 12/5/2006 _____

Professional Education Council _____ 12/13/2006 _____

Graduate Council _____ January 11, 2007 _____

University Senate _____

Attachment: (Course Bibliography, Library Resources Form, Course Inventory Form)

10/10/2006

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)**

Contact Person: Marty Boman

email: marty.boman@wku.edu

Phone: 5-8833

1. Identification of proposed course

- 1.1 Course prefix and number: EXED 612
- 1.2 Title: Collaboration with Schools and Agencies for Individuals with Autism Spectrum Disorders
- 1.3 Abbreviated title: Collaboration for Indiv with ASD
- 1.4 Credit hours: 3
- 1.5 Type of course: Practicum
- 1.6 Prerequisite: EXED 610
- 1.7 Catalog course listing:
Preparation of teachers to work as consultants in a team model; exploration of local, state, and regional agencies involved with individuals diagnosed with ASD. Supervised practicum required at designated sites.

2. Rationale:

2.6 Reason for developing the proposed course:

This course will assist educators to develop the skills to become consultants so that they will be informed mentors who will know about the various local, state, regional, and national organizations that are available for individuals with ASD and their families. These individuals will assist and support both educators and parents as they try to implement the best practices for their daughter/son who has been diagnosed with ASD. At the same time if these consultants are uninformed about a certain strategy or intervention, they must be able to refer the parents to the correct state or national agency.

Due to the increasing number of identified students with ASD educators are experiencing in their classrooms, several graduate students in various educational programs at WKU have expressed a need to increase their skills so that they can collaborate better in the schools and with outside agencies so that individuals with ASD can become productive and independent.

2.7 Projected enrollment in the proposed course:

This course will be proposed as one of five that will be part of the certificate program in the area of ASD. Based on interest in the proposed certificate by school personnel, it is expected that enrollment will be approximately 20

students per offering. Certified education personnel or those in related fields are expected to enroll in the proposed course.

2.8 Relationship of the proposed course to courses now offered by the department:

The proposed course will be one of five exceptional education courses designed to equip the educational professional as an instructional leader with the knowledge and skills to assist other teachers in ASD. The faculty examined the content of an existing course and found that collaboration regarding exceptionality is discussed in EXED 532 *Families, Professionals, and Exceptionalities*, the other requirements of this course do not allow the time and attention to develop in-depth knowledge and skills required for the demands of working with individuals diagnosed with autism. The proposed course will incorporate extensive networking with state and local agencies involved with ASD.

This course will provide the collaboration skills to assist other educational professional regarding the information gained in the program.

2.9 Relationship of the proposed course to courses offered in other departments:

There are no graduate courses similar to the proposed course in other departments. The school services are explored in EDAD 594 *Seminar on Leadership: Auxiliary Programs in Education*, but do not detail exceptionality as in depth, and PSY 645 *Consultation in Educational and Mental Health Settings: Theory and Practice* addresses mental health issues, but not specifically those demonstrated by individuals with ASD.

2.10 Relationship of the proposed course to courses offered in other institutions:

There are no courses similar to the proposed course in this state due to the fact that an ASD certificate program does not exist in Kentucky at the present time. Both Eastern Kentucky University and the University of Kentucky have had discussions with WKU staff about the need for such a program, and hope to develop a program in the near future. Similar courses at other universities that offer this certificate include: SPED 7294 *ASD: Effective Consulting Skills*, Hamline University; SPECED 658 *Collaboration for Effective Instruction*, University of Wisconsin-Whitewater; 47/504 *The Family System*, University of Massachusetts-Lowell; and PYI 543 *Advocacy Applications in the Field of Autism/Aspergers*, Antioch University New England.

6. Description of Proposed Course:

6.1 Course objectives:

The student will acquire these skills by the end of the course:

- Understand the history and theoretical framework of school consultation
- Identify the structural elements of collaboration within the schools
- Understand the educational support that is gained from family empowerment when a student with exceptionality is involved

- Build a successful plan for bringing family and school together
- Develop communication skills within the school environment
- Explore agencies that deal with exceptionality of ASD in the region and state of Kentucky
- Accumulate a number of transitional options for individuals with ASD
- Chart the impact of the collaboration plan

6.2 Content outline:

- Collaboration skills for people involved with an individual with ASD
- Individual student needs
- Differentiated instruction
- Adaptations for success in schools, home, and the community
- Collaboration with all people who are involved for an individual with ASD in regards to a person-centered plan
- Future projections for assistive technology
- Identify the child's perspective
- Development plan for schools, home, and community
- School support
- State agencies
- Other agencies
- Financial support
- Independent living support
- Social/behavioral support

6.3 Student expectations and requirements:

Students will participate in a variety of topical activities and projects that will prepare them with the knowledge and skills to work with a variety of individuals to develop the best plan for students with ASD. Students will be evaluated based on assignments such as:

- Readings
- Case studies
- Presentations
- Observations
- Group projects
- Individual projects

6.4 Tentative texts and materials:

Burns, B. (2004). *The special education consultant teacher: Enabling children with disabilities to be educated with nondisabled children to the maximum extent appropriate*. Springfield, IL: Charles C. Thomas Publishing Ltd.

Dettmer, P., Thurston, L. & Dyck, N. (2005). *Consultation, collaboration and teamwork for students with special needs*. (5th Ed.). NY: Pearson Allyn and Bacon.

Kentucky Autism Services and Supports Directory (2006), Kentucky Autism Training Center, University of Louisville.

7. Resources:

- 7.1 Library resources: Adequate
- 7.2 Computer resources: Adequate

8. Budget Implications:

- 8.1 Proposed method of staffing: Current faculty
- 8.2 Special equipment needed: None
- 8.3 Expendable materials needed: None
- 8.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall, 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs _____10/13/2006_____

CEBS Curriculum Committee _____12/5/2006_____

Professional Education Council _____12/13/2006_____

Graduate Council _____January 11, 2007_____

University Senate _____

Attachment: (Course Bibliography, Library Resources Form, Course Inventory Form)

10/12/2006

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)**

Contact Person: Janet Applin

email: janet.applin@wku.edu

phone: 5-6105

1. Identification of proposed course

- 1.1 Course prefix and number: EXED 615
- 1.2 Title: Instructional Strategies and Design for Students with Autism Spectrum Disorders
- 1.3 Abbreviated title: Instr Strat & Design ASD
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: EXED 610
- 1.7 Catalog course listing:
Development of competencies and philosophies of instructional design specific to teaching students with ASD. Emphasis on research-based instructional strategies, plans and classroom structures.

2. Rationale

2.11 Reason for developing the proposed course:

This course is designed for certified educators and individuals in related professions seeking to learn more about individuals diagnosed with ASD. The proposed course addresses effective methods of instruction and classroom structure design specific to students with ASD. As mandated in the Individuals with Disabilities Education Act (Reauthorized November 2004), research based instructional strategies and program accountability should be emphasized in special education programs. Students completing this course will work with students with ASD and will acquire skills to develop programs that utilize research-based strategies and research-based classroom structures specific to students with ASD.

Justification for developing the proposed course comes from national, state, and local prevalence factors that indicate a dramatic increase over the past years in the number of identified students with ASD (Hallahan & Kauffman, 2006).

2.12 Projected enrollment in the proposed course:

This course will be proposed as one of five that will be required for an ASD certificate. Based on interest in the proposed endorsement, it is expected that

enrollment will be approximately 20 students per offering. Certified personnel or those in related fields are expected to enroll in the proposed course.

2.13 Relationship of the proposed course to courses now offered by the department:

The proposed course will be one of a set of five exceptional education courses designed to equip the education professional as an instructional leader with the knowledge and skills to design and structure the classroom specific to students with ASD. In addition, students will become proficient at consulting with and training other professionals in these methods. The faculty examined the content of existing courses and found that although the topics of instructional design and classroom structure are covered in EXED 531: Advanced Prescriptive Teaching and in EXED 533: Curriculum for Learning and Behavior Disorders, the strategies covered are not specific to students with ASD. Additionally, the other requirements of these courses do not allow the time and attention to develop the level of knowledge and skills in consulting and collaborating with families and other professionals required for the demands of a specialist in autism. The proposed course fits into and complements the sequence of the proposed Autism Certificate program by providing knowledge and skills in research-based practices and methods of teaching students with ASD. The proposed course will provide extensive exposure to applying the knowledge of instructional design and classroom structure specific to students with ASD.

2.14 Relationship of the proposed course to courses offered in other departments:

There are no graduate courses similar to the proposed course in other departments. The faculty examined graduate courses offered in the Department of Curriculum and Instruction from Elementary Education, Middle Grades Education, Secondary Education, and Gifted Education and found no courses that included an emphasis in meeting the needs of students with ASD through curriculum design. *EDU 544: Classroom Teaching Strategies* focuses on alternative teaching strategies to help teachers learn when and how to use selected methods of teaching to increase instructional effectiveness. Although this course includes an objective of using models to enhance the learning of diverse students, the focus is on culturally diverse students and students with High Incidence Disabilities, and the major emphasis of the course is for typically developing students. Another course offered through the Department of Curriculum and Instruction is in the Gifted and Talented Program, *GTE 537: Curriculum for Gifted Students*. Again, though this course has an emphasis on the learning environment, it is specific to students who are Gifted and Talented and does not address those with ASD.

2.15 Relationship of the proposed course to courses offered in other institutions:

Within Kentucky there are no universities offering a certificate in ASD due to the fact that an ASD certificate program does not exist in Kentucky at the present time. Both Eastern Kentucky University and the University of Kentucky have had discussions with WKU staff about the need for such a program, and hope to be developing a program in the near future. Similar

courses at other universities which offer this certificate include: SPE 531: *Autism Spectrum Disorders: Educational Implications*, Central Michigan University; SPED 703 *Methods and Materials for Students with Autism Spectrum Disorders*, University of St. Thomas; SPE 525, *Introduction to Teaching and Assessing Students with Autism Spectrum Disorders*, Missouri State University; SPECED 608, *Methods for Teaching Children with Autism Spectrum Disorders*, University of Wisconsin-Whitewater.

9. Description of Proposed Course

9.1 Course objectives:

The student will acquire these skills by the end of the course:

- Articulate philosophies of instructional design for students with ASD.
- Demonstrate knowledge of research based practices for instruction of students with ASD.
- Evaluate existing programs serving students with ASD.
- Use assessment information to design appropriate instructional programming for students with ASD.
- Demonstrate competency in using data based instruction for children with ASD.
- Demonstrate knowledge of and proficiency in consulting for instructional design and effective strategies for students with ASD.
- Demonstrate knowledge of current literature regarding instructional design for students with ASD.

9.2 Content outline:

- The importance of interactive communication for people with ASD
- History of education for students with ASD
- IDEA and ASD
- Current best practices for serving students with ASD
- Examine research-based practices of instruction for students with ASD
- Program Evaluation
- Interpreting Assessment for Instructional Decision Making
- Designing appropriate instructional programming for students with ASD
- Current trends and issues in teaching students with ASD

9.3 Student expectations and requirements:

Students will participate in a variety of topical activities and projects that will prepare them with the knowledge and skills to implement the required and mandated instructional design for students with ASD. Students will be evaluated based on assignments such as:

- Readings
- Case Studies
- Presentations
- Exams
- Papers

- Observations
- Group projects
- Individual projects

9.4 Tentative texts and materials:

National Research Council (2001). *Educating children with autism*. Washington, D.C.: National Academy Press.

Henry, K. (2002). *How do I teach this kid? - Visual work tasks for beginning learners on the autism spectrum*. Arlington, TX: Future Horizons, Inc.

Simpson, R.L. (2005). *Autism spectrum disorders Interventions and treatments for children and youth*. Corwin Press

10. Resources

- 10.1 Library resources: Adequate
- 10.2 Computer resources: Adequate

11. Budget Implications

- 11.1 Proposed method of staffing: Current faculty
- 11.2 Special equipment needed: None
- 11.3 Expendable materials needed: None
- 11.4 Laboratory supplies needed: None

6. Proposed term for implementation Fall, 2007

7. Dates of prior committee approvals

Department of Special Instructional Programs October 13, 2006

CEBS Curriculum Committee December 5, 2006

Professional Education Committee December 13, 2006

Graduate Council _____ January 11, 2007 _____

University Senate _____

Attachment: (Course Bibliography, Library Resources Form, Course Inventory Form)

10/12/2006

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)**

Contact Person: Janet Applin

email: janet.applin@wku.edu

Phone: 5-6105

1. Identification of proposed course

- 1.1 Course prefix and number: EXED 618
- 1.2 Title: Social Skills Instruction & Behavioral Programming for Students with Autism Spectrum Disorders.
- 1.3 Abbreviated title: Soc Sk Instr & Beh Prg ASD
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: EXED 610
- 1.7 Catalog course listing:
Development of competencies in assessing, designing, and implementing social skills instruction and behavioral programming for students with ASD.

2. Rationale

2.16 Reason for developing the proposed course:

This course is designed for certified educators and individuals in related professions seeking to learn more about individuals diagnosed with ASD. This proposed course addresses the mandated requirements that are outlined in the Individuals with Disabilities Education Act (IDEA, Reauthorized November 2004) requiring that children with a disability receive, as appropriate, a functional behavior assessment, and behavioral intervention plan and modifications, that are designed to address the child's behavior (§300.530 (f)(1)(i)).

In addition, strategies for social skills instruction and consulting and collaborating with families and other professionals will be included. Program graduates will work with children, their families, and other professionals to facilitate social skills and develop appropriate and research-based behavioral interventions for students with ASD.

2.17 Projected enrollment in the proposed course:

This course will be proposed as one of five that will be required for an ASD certificate. Based on interest in the proposed endorsement, it is expected that

enrollment will be approximately 20 students per offering. Certified education personnel or those in related fields are expected to enroll in the proposed course.

2.18 Relationship of the proposed course to courses now offered by the department:

The proposed course will be one of a set of five exceptional education courses designed to equip the education professional as an instructional leader with the knowledge and skills to train others in behavioral assessment and the development of interventions. The faculty examined the content of existing courses and found, that although these topics are introduced in EXED 518, *Seminar: Contemporary Challenges in Special Education* and EXED 533, *Seminar: Curriculum for Learning and Behavior Disorders*, the other requirements of these courses do not allow the time and attention to develop the level of knowledge and skills required for the consultation demands of an educational specialist in autism.

2.19 Relationship of the proposed course to courses offered in other departments:

There are no graduate courses consistent with this proposal in other departments. The faculty examined PSY 511: *Psychology of Learning*; PSY 523: *Advanced Topics in Cognition*; and PSY 540: *Behavior Problems of Childhood and Adolescence*. While PSY 511 and PSY 523 focused on the Psychology of Learning and Cognition, PSY 540 included minor focus on Autism through issues of identification and treatment. However, PSY 540 has a major focus of covering the major forms of psychopathology emphasizing classification and developmental patterns rather than intervention strategies for behavioral issues for children with ASD as the proposed course will emphasize. The proposed course will allow students to develop competencies in assessing, designing, and implementing social skills instruction and behavioral programming specific to students with ASD within a consultation model. The proposed course, EXED 618, complements the other courses in the proposed program by offering a course that will specifically focus on social skills and behavioral programming for students with ASD.

2.20 Relationship of the proposed course to courses offered in other institutions:

There are no courses similar to the proposed course in the state due to the fact that an ASD certificate program does not exist in Kentucky at the present time. Both Eastern Kentucky University and the University of Kentucky have had discussions with WKU staff about the need for such a program, and hope to be developing a program in the near future. Similar courses at other universities include: SPED 702, *Communication and Social Skills for Students with Autism Spectrum Disorders* at University of St. Thomas; SPE 526, *Applied Behavior Analysis for Developmental Disabilities and Autism Spectrum Disorders* at Missouri State University; 47.568, *Behavioral Intervention Program Models in Autism* at University of Massachusetts Lowell; and SPED 7092, *ASD: Proactive Behavior Management* at Hamline University.

12. Description of Proposed Course

12.1 Course objectives:

The student will acquire these skills by the end of the course:

- Refine philosophies of behavior management and social skills instruction
- Identify critical social skills
- Identify research based curriculums for teaching social skills
- Use assessment data to design instructional programs to teach social skills and modify problem behaviors
- Use effective instructional methods to teach social skills
- Design and implement behavior intervention plans
- Refine consultation and collaboration skills

12.2 Content outline:

- Characteristics of students with social skills deficits
- Providing social skills instruction in inclusive environments
- Critical social skills
- Assessment of social skills and behavioral problems
- Social Skills curriculums
- Designing and implementing effective behavioral intervention plans
- Using effective instructional techniques
- Using data based instruction for social skills training
- Consultation skills

12.3 Student expectations and requirements:

Students will participate in a variety of topical activities and projects that will prepare them with the knowledge and skills to implement the required and mandated behavioral intervention plans and social skills instruction for students with ASD. Students will be evaluated based on assignments such as:

- Readings
- Case Studies
- Presentations
- Exams
- Papers
- Observations
- Group Projects
- Individual Projects

12.4 Tentative texts and materials:

Fouse, B. & Wheeler, M. (1997). *A treasure chest of behavioral strategies for individuals with autism*. Arlington, TX: Future Horizons, Inc.

Glasberg, B.A. (2003). *Functional Behavior Assessment for People with Autism: Making sense of seemingly senseless behavior (Topics in Autism)*.

Moyes, R. (2002). *Addressing the challenging behavior of children with high-functioning autism/asperger syndrome in the classroom: A guide for teachers and parents*. Philadelphia, PA: Jessica Kingsley Publishers

Myles, B.S., Trautman, M.L. & Schelven, R.L. (2004). *The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations*. ISBN: 1931282609

Journal of Positive Behavior Interventions

Autism

Journal of Developmental Disabilities

Journal of Special Education

13. Resources

- 13.1 Library resources: Adequate
- 13.2 Computer resources: Adequate

14. Budget Implications

- 14.1 Proposed method of staffing: Current faculty
- 14.2 Special equipment needed: None
- 14.3 Expendable materials needed: None
- 14.4 Laboratory supplies needed: None

6. Proposed term for implementation Fall, 2007

7. Dates of prior committee approvals

Department of Special Instructional Programs October 13, 2006

CEBS Curriculum Committee December 5, 2006

Professional Education Committee December 13, 2006

Graduate Council January 11, 2007

University Senate _____

Attachment: (Course Bibliography, Library Resources Form, Course Inventory Form)

10/10/2006

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)**

Contact Person: Marty Boman email: marty.boman@wku.edu Phone: 5-8833

1. Identification of proposed course

- 1.1 Course prefix and number: EXED 619
- 1.2 Title: Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders
- 1.3 Abbreviated title: Assis Techn & Commun for ASD
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: EXED 610
- 1.7 Catalog course listing:
Investigation of assistive and instructional technology, as well as alternative and augmentative communication devices to implement with students with ASD.

2. Rationale:

2.21 Reason for developing the proposed course:

This proposed course addresses the mandated requirements that are outlined in the Individuals with Disabilities Education Act (IDEA) requiring instructional equipment, augmentative or assistive devices, and services for educational programming. This course is designed for certified educators and individuals in related professions seeking to learn more about assistive technology and communication skills for individuals diagnosed with ASD as both of these components are of concern for these individuals.

Justification for developing this course comes from national, state, and local prevalence factors that indicate a dramatic increase over the past years in the number of identified students with ASD (Hallahan & Kauffman, 2006).

Research has shown that these students can demonstrate improvements in academic, social, behavioral, and communication when they are provided with adequate assistive technology and communication support.

2.22 Projected enrollment in the proposed course:

This course will be proposed as one of five that will be required for an ASD certificate. Based on interest in the proposed endorsement by school personnel,

it is expected that enrollment will be approximately 20 students per offering. Certified education personnel or related fields are expected to enroll in the proposed course.

2.23 Relationship of the proposed course to courses now offered by the department:

The proposed course will be one of five exceptional education courses designed to equip the education professional as an instructional leader with the knowledge and skills to use assistive technology as well as implement communication interventions. The faculty examined the content of existing courses and found that although these topics are discussed briefly in EXED 419/G *Assistive Technology* the other requirements of this course do not allow the time and attention to develop the level of knowledge and skills required for the demands of an education professional in autism. The proposed course will incorporate extensive assistive and augmented technology as well as implement visual communication skills.

This course will be completed after EXED 610 *Characteristics of Autism Spectrum Disorders*, and will address two critical components for individuals with ASD.

2.24 Relationship of the proposed course to courses offered in other departments:

There are no graduate courses similar to the proposed course in other departments. The faculty examined CD 488/G: *Augmentative Communication Systems*, CD 504: *Seminar in Language Disorders*, CD 510: *Seminar in Speech Pathology*, and CD 511: *Neurology of Speech and Language*. These courses focused on the system approach for all students with communication disorders, and were limited in the research relating to ASD.

2.25 Relationship of the proposed course to courses offered in other institutions:

There are no courses similar to the proposed course in this state due to the fact that an ASD certificate program does not exist in Kentucky at the present time. Both Eastern Kentucky University and the University of Kentucky have had discussions with WKU staff about the need for such a program, and hope to develop a program in the near future. Similar courses at other universities which offer this certificate include: SPED 7296 *Assistive Technology*, Hamline University; CSD 630 *Introduction to Augmentative Communication*, Missouri State University; SPED 702 *Communication and Social Skills for Students with Autism Spectrum Disorders*, University of St. Thomas; and CDO 550 *Communication Assessment and Intervention in Children with Autism Spectrum Disorders*, Central Michigan University.

15. Description of Proposed Course:

15.1 Course objectives:

The student will acquire these skills by the end of the course:

- Identify the instructional needs of individual students with ASD in regards to technology usage
- Understand that technology is an instructional tool, and applications vary from student to student
- Select technology for the school district and individual students with ASD
- Demonstrate the usage of various types of technology for academic, social, and life-skills needs for ASD
- Describe techniques for the use of technology in the classroom
- Apply assessment skills to determine the potential need of assistive technology devices for these individuals
- Practice classroom visual communication strategies using technology
- Investigate a range of proven strategies that combine the best behavioral and developmental intervention practices for communication
- Implement activities to build communication for social play and group skill
- Chart interventions impact

15.2 Content outline:

- Importance of interactive communication for people with ASD
- ASD and Augmentative & Alternative Communication (AAC): The best fit
- AAC tools and strategies
- AAC Assessments, which identify communication needs and the tools to address them
- AAC and the law
- Future projections for assistive technology
- Communication and the child's perspective
- Intervention designs
- Strategies to enhance social and communication skills
- Social skills curriculum
- Visual mediated communication
- Tools to give information, effective directions, and organize the environment
- Visual strategy integrations into communication and education
- Implications for programming and educational trends

15.3 Student expectations and requirements:

Students will participate in a variety of topical activities and projects that will prepare them with the knowledge and skills to implement the required and mandated augmentative and assistive technology for students with ASD.

Students will be evaluated based on assignments such as:

- Readings
- Case Studies
- Presentations
- Exams
- Papers
- Observations
- Group projects
- Individual projects

15.4 Tentative texts and materials:

- Belson, S. (2003). *Technology for exceptional learners: Choosing instructional tools to meet students' needs*. Boston: Houghton Mifflin Co.
- Cafiero, J. (2005). *Meaningful exchanges for people with autism: An introduction to augmentative and alternative communication* (Topics in Autism). Bethesda, MD: Woodbine House.
- Quill, K. (2000). *Do-watch-listen-say: Social and communication intervention for children with autism*. Baltimore, MD: Brookes Publishing Company.

16. Resources:

- 16.1 Library resources: Adequate
- 16.2 Computer resources: Adequate

17. Budget Implications:

- 17.1 Proposed method of staffing: Current faculty
- 17.2 Special equipment needed: None
- 17.3 Expendable materials needed: None
- 17.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall, 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs _____10/13/2006_____

CEBS Curriculum Committee _____12/5/2006_____

Professional Education Council _____12/13/2006_____

Graduate Council _____January 11, 2007_____

University Senate _____

Attachment: (Course Bibliography, Library Resources Form, Course Inventory Form)

Proposal Date: 9/11/2006

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

Contact Person: Michael Stokes e-mail: michael.stokes@wku.edu Phone: 5-6009

1. Identification of proposed course

Prefix and number: BIOL 500

Title: Introduction to Graduate Studies and Research in Biology

Abbreviated title: Intro Bio Grad Res

Credit hours and contact hours: 3.0

Type of course: L (Lecture)

Prerequisites: none

Catalog course listing:

Introduction to research techniques and experimental design, with an emphasis on ongoing research at WKU. Also includes an introduction to research-related resources at WKU.

2. Rationale

a. Reason for developing the proposed course:

The current core set of courses in biology is too limiting in light of recent advances in biology as a discipline. The Department of Biology is revising its core curriculum to accommodate students with a broader array of interests in biology. This proposed course will provide the more general introduction to experimental design and research methodology needed for such an academically diverse group of students, including teachers, students in the proposed interdisciplinary MS in Environmental Science, and incipient molecular biologists and ecologists. Our current course offering (Biol483/G) relating to experimental design is considered too limiting by most of our faculty and many students, as it is geared towards techniques primarily used in the organismal and ecological areas of biology. We also wanted a course to be designed from the ground up to be made available via the Internet for nontraditional graduate students as part of our developing online M.S. program.

Projected enrollment in the proposed course:

We anticipate an enrollment of 20 students per year based on inquiries from teachers and other working professionals in addition to our usual annual enrollment of some 15 new graduate students.

Relationship of the proposed course to courses now offered by the department:

There is little overlap between this course and others in the Department of Biology. Biology 483G addresses statistical design and analysis based on multivariate methods, but is not the general experimental design and research techniques course described herein.

Relationship of the proposed course to courses offered in other departments:

This is a discipline-specific course designed to introduce our students to graduate-level research in the biological sciences. It will use biology-specific examples to explain experimental design and analysis and will explore university resources specific to the graduate experience in biology. Similar discipline-specific courses are offered by other departments in OCSE. Geology and Geography offers Geog 500, Geoscience research and literacy. Chemistry offers Chem 500, Fundamentals of chemistry

Relationship of the proposed course to courses offered in other institutions:

Within Kentucky, Murray State University offers a similar course, Biol 689. Among our peer institutions, Central Missouri State University offers Biol 5031 and Middle Tennessee State offers Biol 6620. As described in their catalogs, these courses are all similar to this proposed course. Larger universities with Ph.D. programs in Biology generally have a laboratory rotation semester which serves a similar function for doctoral students in biology.

3. Discussion of proposed course

Course objectives:

To familiarize students with the ethics and responsibilities of biological research scientists; to familiarize students with the process of biological research, including dissemination of results and experimental design; to train students to write research grant proposals; to give students basic tools for statistical analysis; and to familiarize students with the research-related resources available at WKU.

Content outline:

- Behavior modification and time management
- Expectations for graduate students: collegiality, research and teaching
- Completing graduate student paperwork and benchmarks in progress towards completion of the degree
- Effective teaching and teaching responsibility
- Effective presentation style
- Introduction to university policies for researchers and teachers
- University resources for researchers and teachers
- Scientific and professional ethics
- Critical review of research papers
- Scientific writing
- Intro to writing grants
- Experimental design and analysis

Student expectations and requirements:

Students will display mastery of experimental design and analysis as measured by exams and projects, including a grant proposal. Students will

demonstrate knowledge of university research resources, including library resources and online databases.

Tentative texts and course materials:

Research Methods for Postgraduates”2nd Ed. Tony Greenfield
ISBN 0 340 806567

4. Resources

Library resources:

See Library Resources form.

Computer resources:

Open student computer labs and basic statistical software available via the campus network are adequate for this course.

5. Budget implications

Proposed method of staffing:

Regular faculty, team-taught

Special equipment needed:

none

Expendable materials needed:

none

Laboratory supplies needed:

none

6. Proposed term for implementation: Spring, 2007

Dates of prior committee approvals:

Biology Department 29 September, 2006

OCSE Graduate Curriculum Committee 03 November 2006

Graduate Council 11 January 2007

University Senate _____

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 9/20/2006

**Ogden College
Department of Biology
Proposal to Create a New Course
(Action Item)**

Contact Person: Albert Meier or Mike Stokes e-mail: Albert.Meier@wku.edu Phone:
5-6525

7. Identification of proposed course

Prefix and number: BIOL 506

Title: Biology Environmental Seminar

Abbreviated title: Environmental Seminar

Credit hours: 1 hour (repeatable twice for a maximum of 3 hours credit)

Type of course: S (Seminar)

Prerequisites: None

Catalog course listing:

Designed for future environmental practitioners, this course provides real world examples of environmental science jobs and research projects. The course will impart a broad understanding of environmental science from a multi-disciplinary perspective. Required for the MS Environmental Science emphasis degrees.

8. Rationale

b. Reason for developing the proposed course:

As a vital part of a new interdisciplinary MS Environmental Science degree focus in Biology, this course is intended to give students a vision of the opportunities available within this field of study. It is also intended to stimulate discussion from the wide variety of majors and fields represented in the class to ensure the multi-disciplinary mixing of ideas and concepts as required by the new program.

Projected enrollment in the proposed course:

15 per semester, based upon estimates from the OCSE's Dean's office research.

Relationship of the proposed course to courses now offered by the department:

Part of the interdisciplinary MS Environmental Science concentration, this course is intended to bring together students from a variety of backgrounds so that they have a common understanding of the Environmental Science aspects of Biology.

Relationship of the proposed course to courses offered in other departments:

Part of the interdisciplinary MS Environmental Science concentration, this class will be cross-listed with the other departments on campus participating in the environmental science program.

Relationship of the proposed course to courses offered in other institutions:

This is a typical course for an interdisciplinary environmental science program, and every school with such a program has a similar seminar series.

9. Discussion of proposed course

Course objectives:

Environmental science is an exciting field with constantly emerging job opportunities. During this class, environmental practitioners and researchers will provide lectures exposing students to the entire array of professional outlets for environmental scientists. MS Environmental Science students will be required to present thesis topics prior to graduation.

Content outline:

Guest lectures and discussions led by the MS Environmental Science Faculty. This will vary by semester depending upon the speakers and course faculty interests.

Student expectations and requirements:

Participation in discussion sections. All MSES students will be required to participate in this class for three semesters and to present their thesis work at some point during their program.

Tentative texts and course materials:

As suggested by individual lecturers.

10. Resources

Library resources:

See Library Resources form.

Computer resources:

None

11. Budget implications

Proposed method of staffing:

Existing Faculty

Special equipment needed:

None

Expendable materials needed:

None

Laboratory supplies needed:

None

12. Proposed term for implementation: Fall 2007

Dates of prior committee approvals:

OCSE Graduate Curriculum Committee

03 November 2006

Graduate Council

11 January 2007

University Senate

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 8/15/2006

**Ogden College
Department of Biology
Proposal to Create a New Course
(Action Item)**

Contact Person: Albert Meier or Mike Stokes e-mail: Albert.Meier@wku.edu Phone:
5-6525

13. Identification of proposed course

Prefix and number: BIOL 543

Title: Environmental Science Concepts

Abbreviated title: Environmental Sci Concepts

Credit hours and contact hours: 3

Type of course: L (Lecture)

Prerequisites: None

Catalog course listing:

Explores the inter-relationship among the science and technical disciplines that contribute to our understanding of the environment as a whole.

Introduces research methods and core environmental science concepts.

Prepares students to examine environmental science questions with an interdisciplinary outlook.

14. Rationale

Reason for developing the proposed course:

This course will act as a core requirement for the new interdisciplinary environmental science concentration within the MS Biology program. This course is intended to address gaps in coursework for the variety of students expected for the new program.

Projected enrollment in the proposed course:

10 students per semester, when offered, based on projected enrollments in this concentration within the MS Biology program.

Relationship of the proposed course to courses now offered by the department:

No similar courses are currently offered.

Relationship of the proposed course to courses offered in other departments:

Part of the interdisciplinary MS Environmental Science concentration, this class will be cross-listed with the other departments on campus participating in the environmental science program.

Relationship of the proposed course to courses offered in other institutions:

Top graduate programs in environmental science/studies vary in availability of such a course. For example, Clark University's M.S.

program in Environmental Science has a similar course, as does the Brown University Center for Environmental Studies. However, the SUNY College of Environmental Science and Forestry does not, nor does the University of Maine Graduate Program in Ecology and Environmental Science. Given the multidisciplinary nature of our proposed program, we view a concepts course such as this to be a necessity.

15. Discussion of proposed course

Course objectives:

Prepare students to enter into the study of environmental science at a graduate level. Introduce research methods and core environmental science concepts. Prepare students to examine environmental science questions with an interdisciplinary outlook and to work in research teams.

Content outline:

Modern philosophy of science
Research methods
Systems science and a systems definition of environment
Plate tectonics
Biogeochemical cycles
Soils
Land degradation - salinization and erosion
Groundwater and surface water flow
Climate and climate models
Ecosystem structure and function
Community and population dynamics
Evolution
Complexity theory
Organic and inorganic chemical reactions

Student expectations and requirements:

Students will be required to complete a group research project with other students in the class. There will be written exams and a written project report.

Tentative texts and course materials:

Selected readings

16. Resources

Library resources:

See Library Resources form.

Computer resources:

None needed

17. Budget implications

Proposed method of staffing:

Current staff, co-taught

Special equipment needed:

None

Expendable materials needed:

None
Laboratory supplies needed:
None

18. Proposed term for implementation: Fall 2007

Dates of prior committee approvals:

Biology Department	<u>29 September 2006</u>
OCSE Graduate Curriculum Committee	<u>3 November 2006</u>
Graduate Council	<u>11 January 2007</u>
University Senate	<u></u>

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 8/15/2006

**Ogden College
Department of Biology
Proposal to Create a New Course
(Action Item)**

Contact Person: Albert Meier or Mike Stokes e-mail: Albert.Meier@wku.edu Phone:
5-6525

19. Identification of proposed course

Prefix and number: BIOL 587

Title: Environmental Law, Regulations, and Policy

Abbreviated title: Environmental Law

Credit hours and contact hours: 3 hours

Type of course: L (Lecture)

Prerequisites: None

Catalog course listing:

An introduction to major environmental legislation for air, water, toxic and hazardous pollutants, and related legislative, administrative, and judicial developments. A broad overview of legal practices focused on specific regulatory programs.

20. Rationale

Reason for developing the proposed course:

To offer an overview of legal issues faced by environmental science practitioners. Legal constraints often govern the day-to-day operation of most environmental science agencies and businesses and a thorough grounding in current law and regulations is crucial for the success of a new practitioner.

Projected enrollment in the proposed course:

10 students, when offered, based on projected enrollment in the environmental science concentration and existing enrollment in the geoscience program.

Relationship of the proposed course to courses now offered by the department:

This course supports coursework in the environmental science concentration of the MS Biology program. It does not duplicate material in other courses but provides a new regulatory and policy perspective for environmental science majors.

Relationship of the proposed course to courses offered in other departments:

This course is proposed to be cross listed and co-taught with other departments (e.g. GEOG 587). No other courses are similar, although PH

590, Public Health Law, and ECON 430G, Environmental and Resource Economics, may overlap in a couple of minor areas.

Relationship of the proposed course to courses offered in other institutions:

This is one of the most common courses required for environmental science degrees and offering such a course will put WKU clearly in the mainstream of such programs. An Environmental Law course typically is offered in law school curricula, such as at Pittsburgh Law School and the George Mason School of Law, and is generally found most in environmental science programs, such as those at the University of Tennessee at Chattanooga, North Carolina State University, and Utah State University.

21. Discussion of proposed course

Course objectives:

Environmental law comprises a vast body of legislation and common law. In this graduate survey course, students examine only the major concepts so that more focused study on a particular topic can be understood in context. Law dominates all aspects of society and it is important for students to understand that law is not designed to determine what is 'right or moral' but to enforce what is expedient for society's optimal functioning. The class will be taught using the Socratic method, which is the most common teaching technique in US law schools.

Content outline:

Introduction to the US legal framework
National Environmental Policy Act (NEPA)
Clean Air Act
Water laws
Toxics laws
Endangered Species Act
International environmental laws

Student expectations and requirements:

In-class discussion will be required and determines a substantial portion of the grade. Tests and a research project will also be required.

Tentative texts and course materials:

Salzman, J. and B. H. Thompson. 2003. Environmental Law and Policy. Foundation Press, N.Y. 305 pp.

22. Resources

Library resources:

See Library Resources form.

Computer resources:

None

23. Budget implications

Proposed method of staffing:

Current Staff, co-taught

Special equipment needed:

None

Expendable materials needed:

None
Laboratory supplies needed:
None

24. Proposed term for implementation: Fall 2007

Dates of prior committee approvals:

Biology Department	<u>29 September 2006</u>
OCSE Graduate Curriculum Committee	<u>03 November 2006</u>
Graduate Council	<u>11 January 2007</u>
University Senate	<u></u>

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 01/29/07

**College of Health & Human Services
Department of Public Health
(Action Item)**

25. Proposal to Create a New Course

Contact Person: Mary Christine Nagy
745-5854

chris.nagy@wku.edu

270-

1. Identification of proposed course

- 1.1 Prefix and Number: PH 598
- 1.2 Title: Applied Research in Public Health
- 1.3 Abbreviated title: Appl Res in Pub Health
- 1.4 Credit hours and Contact Hours: 3 to 6 hours per semester; may be repeated; total of 6 hours
- 1.5 Type of Course: Independent
- 1.6 Prerequisites: PH 520, PH 582, PH 587 and permission of the faculty supervisor.
- 1.7 Catalog course listing:
Prerequisite: Completion of PH 520, PH 582, PH 587 and permission of the faculty supervisor. Individual course of study designed around one or more applied public health research experiences. Graded pass/fail.

2. Rationale

- 2.1 Reason for developing the course:
The ability to conduct public health research is a critical competency for public health professionals. Accrediting bodies continue to emphasize applied research in public health. This course is designed to meet this need in the practice of public health. Furthermore, students pursuing doctoral degrees benefit when their transcript identifies specific research experiences.
- 2.2 Projected enrollment in the proposed course:
5-10 graduate students per semester depending on student interest.

2.3 Relationship of the proposed course to courses now offered by the department:

The course complements PH 520 Vital and Medical Statistics, PH 582 Epidemiology, and PH 591 Health Program Evaluation. These three courses are core courses and mostly didactic in nature while the proposed course utilizes the content toward applied research experiences. PH 501 Research Methods is an elective that provides a group experience where students learn the fundamental principles of research methods. In addition, PH 530 Independent Investigations is an umbrella course that provides individual experiences across an array of topics which at times has included research. The PH 598 will provide an opportunity for the program to distinguish between non-research and research conducted by individual students. This will also facilitate demonstration of a mechanism to support student research which is a desired trait recognized by our accrediting body. Currently, the main option for students to demonstrate research applications is the PH 599 Thesis, a six credit experience. A substantial number of students seek to conduct research which may complement a three or six credit experience, but they do not aspire to do a thesis.

2.4 Relationship of the course to courses offered in other departments:
Other graduate programs offer research experiences, but none offer research experiences directed toward the practice of public health.

2.5 Relationship of the proposed course to courses offered in other institutions:
Many Masters of Public Health (MPH) programs accredited through the Council on Education for Public Health (CEPH) have a course or courses that specifically address research needs. Applied research in public health experiences are offered at Florida International University, the University of Illinois, Indiana University, Northern Illinois University, and Idaho State University, to name a few CEPH accredited programs.

3. Discussion of proposed course

3.1 Course objectives:

- A. Students should acquire skills to
 - 1. Evaluate current research;
 - 2. Develop appropriate project goals, objectives, research questions and or hypotheses;
 - 3. Employ an appropriate research design;
 - 4. Prepare and submit an application to the Human Subjects Review Board;
 - 5. Utilize appropriate measurement tools and sampling techniques to conduct their research.
 - 6. Apply appropriate statistical procedures to analyze their project data
 - 7. Prepare a written summary of their findings.
- B. Students should acquire knowledge to
 - 1. Understand the basic language of research and philosophical issues that drive the research process;

2. Understand ethical issues of research and the human subjects approval process;
3. Plan and implement a research project;
4. Showcase and present research findings to peer reviewed professional organizations.

3.2 Content outline:

The course will follow the format of an independent study. Students will develop an outline of their proposed research project. The project will identify the goals, objectives, research questions and or research hypotheses to be answered, methods to undertake the research project, data analysis and provide a timeline by which the project will be completed.

3.3 Student expectations and requirements:

Students will engage in one or more applied research activities in public health. For the term project, each student will submit a written report and will make an oral presentation of their work to the graduate faculty and other interested parties. Students participating in a six credit experience are expected to produce scholarship that would be faculty reviewed and submitted for publication.

3.4 Tentative texts and course materials:

Crosby, R.A., DiClemente, R.J., & Salazar, L.F. (2006). *Research Methods in Health Promotion*. San Francisco: Jossey-Bass.

4. Resources

4.1 Library resources: *The resources available at the WKU Library are adequate for the proposed course. The department will purchase additional readings that may be required beyond the WKU library holdings.*

4.2 Computer resources: *The computer resources are sufficient within the department and the university.*

5. Budget Implications

5.1 Proposed method of staffing:

Present faculty members in the Public Health Department are sufficient to teach the proposed course through reassignment of faculty duties.

5.2 Special equipment needed: None.

5.3 Expendable materials needed:
None

5.4 Laboratory supplies needed:
None

7. Proposed term for implementation: Spring 2007

8. Dates of prior committee approvals

Department of Public Health	<u>10/20/2006</u>
CHHS Graduate Curriculum Committee	_____
Graduate Council	<u>1/11/07</u> _____
University Curriculum Committee	_____
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography to support PH 598 Contemporary Research in Public Health.

Trochim, M.K. (2001). *Research Methods Knowledge Base* (2nd ed.). Cincinnati, OH: Atomic Dog publishing.

Publication Manual of the American Psychological Association. (5th ed.) (2001). Washington, DC: American Psychological Association

Reagan, P.A., & Brookins-Fisher, J. (1997). *Community Health in the 21st Century*. Needham Heights, MA: Allyn & Bacon.

Dilorio, C.K. (2005). *Measurement in Health behavior: Methods for Research and Education*. San Francisco: Jossey-Bass

Rowitz, I. (2006). *Public Health for the 21st Century: The Prepared Leader*. Boston: Jones and Bartlett Publishers.

Proposal Date: 10/18/06

**College of Health and Human Services
Department of Physical Education and Recreation
Proposal to Create a New Course
(Action Item)**

Contact Person: Fred Gibson, Ph.D. fred.gibson@wku.edu 745-6021

1. Identification of proposed course:

- 1.4 Course prefix (subject area) and number: REC 426 G
- 1.5 Course title: Facility Planning and Design
- 1.6 Abbreviated course title: Facility Planning and Design
- 1.4 Credit hours and contact hours: 3 credits
- 1.5 Type of course: L: Lecture
- 1.6 Prerequisites/corequisites:
- 1.7 Course catalog listing: Facility planning and design process with emphasis on the unique features of many different areas and types of facilities. Field experiences required. Students are responsible for their own transportation to off campus meetings. University transportation provided when possible.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course helps meet the following NRPA/AALR accreditation standards:
 - 8.20 “Understanding of inclusive practices as they apply to the design and operation of recreation programs, services, and facilities”.
 - 8.22 “Describe the process of planning for community recreation needs through the use of a recreation needs survey.”
 - 8.23 “Understanding of principles and procedures for planning leisure services and assessing and evaluating resources, areas, and facilities, and associated environmental impacts”.
 - 8.32 “Understanding of and ability to implement principles and procedures related to operation and care of resources, areas, and facilities”.

8.33 “Understanding of various techniques of financing, budgeting, and fiscal accountability”.

8.40 “Understanding of the principles and practices of safety, emergency, and risk management and the ability to develop and implement risk management plans that assure the health and safety of participants and staff”.

This course also helps meet the following NASSM/NASPE program approval standards:

Standard 4: Content Area – Management and Leadership in Sport

- Planning and design of a facility
- Venue and event management
- Venue and event operations and maintenance
- Venue and event programming and scheduling

Standard 8: Content Area – Budget and Finance in Sport

- Financial aspects of facilities management

Standard 9: Content Area – Legal Aspects of Sport

- Risk management procedures
- Crowd control and security

Standard 10: Content Area – Economics in Sport

- Economic theory applied to stadiums and arenas

- 2.2 Projected enrollment in the proposed course: 15
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course proposal is for a graduate section of an undergraduate course currently taught in the department. A graduate section of this course was offered during the previous Winter term as a One-time Only Course and it filled to capacity. This course will enhance student performance in other program courses and in the employment search process.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Other departments on campus offer facility-related courses. None of these courses expose students to curriculum specifically related to recreation and sport facilities.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Accredited recreation programs typically offer facility planning and design courses in their curricula to meet NRPA/AALR accreditation standards. Programs seeking NASSM/NASPE program approval also offer facility planning and design courses.

- 3. Discussion of proposed course:** The student should be able to demonstrate the following upon completion of the course:
1. Fundamental understanding of the planning process for recreation and sport facility development.
 2. Knowledge of construction terminology and the roles of various professionals involved the planning and construction process.
 3. An understanding of construction standards established by various governing and professional bodies (OSHA, ADA, AAHPERD, ACSM, ASTM, CPSC).
 4. Comprehension of the concepts and issues of facility risk management.
 5. An ability to conceptualize and interpret a facility site plan.
- 3.2 Content outline:
1. Facility Planning and Financing
 2. Safety and Risk Management
 3. Accessibility
 4. Energy Management
 5. Ancillary Areas
 6. Graphics and Signage
 7. Indoor Surfaces
 8. Exterior Considerations
 9. Aquatics
 10. Playgrounds
 11. Parks and Recreation
 12. Campus Recreation
 13. Strength and Cardiovascular Training
 14. Stadiums and Arenas
 15. Equipment and Supplies
- 3.3 Student expectations and requirements: For each subject area, students will be responsible for reading the assigned chapter, reviewing the PowerPoint presentations (including visiting any associated links), and completing Learning Activities. The Learning Activities for each subject area will be comprised of open-ended questions, case studies, and other relevant assignments. Quizzes and examinations will be based upon the assigned materials. Students will also participate in online discussions via the course website.
- 3.4 Tentative texts and course materials: Sawyer, T. (2005). Facility Design and Management for Health, Fitness, Physical Activity, Recreation, and Sports Facilities (11th ed.). Sagamore Publishing.

4. Resources:

- 4.3 Library resources: Adequate

- 4.4 Computer resources: Instructor will take advantage of all available technology resources on campus including Blackboard software.

5. Budget implications:

- 5.5 Proposed method of staffing: Existing Faculty.
5.6 Special equipment needed: N/A
5.7 Expendable materials needed: N/A
5.8 Laboratory materials needed: N/A

6. Proposed term for implementation: Winter 2007

7. Dates of prior committee approvals:

Department/Division:	<u>1/1/06</u>
Curriculum Committee	<u></u>
Professional Education Council (if applicable)	<u></u>
General Education Committee (if applicable)	<u></u>
University Curriculum Committee	<u></u>
Graduate Council	<u>1/11/07</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date 10/10/06

**Gordon Ford College of Business
Department of Economics
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Bill Davis bill.davis@wku.edu 745-3855

1. Identification of proposed course

- 1.1 Prefix and number: ECON 571
- 1.2 Title: Public Policy Economics
- 1.3 Abbreviated title: Public Policy Econ
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites, corequisites and/or special requirements:
ECON 502 (Applied Microeconomics) and 506 (Applied Statistical Methods)
or consent of the instructor
- 1.7 Catalog course listing:
Application of economic concepts and methods to the study of public policy with emphasis on cases. Topics include externalities, regulation, cost-benefit analysis, political markets, and macroeconomic influences on voting.
Crosslisted: BA 571

2. Rationale

- 2.1 Reason for developing the proposed course:
The application of economic concepts to public policy analysis (political economy) is one of the most common in elective courses in economics. Due to a limited number of majors 15-20 years ago, the content of this course was highly condensed and folded in with law and economics content to form ECON 390 (Law, Economics, and Public Choice). The number of majors in economics has grown to the point to easily support separate courses, which better fits the size of the subject matter of these two areas. Along with this new course, the title, description, and content of ECON 390 will be changed to reflect its focus on law and economics only.

Along with the undergraduate offering, this course will contain a graduate component to support the reactivated Master's in Economics.

2.2 Projected enrollment in the proposed course:
15-20 per year. This estimate is based on estimated enrollment for the Masters degree with allowance for alternative elective courses.

2.3 Relationship of the proposed course to courses now offered by the department:
Currently, elements of this course are included in the course description for ECON 390 (Economics, Law, and Public Choice), although time constraints have limited the amount of emphasis on the public choice (public policy analysis) elements to a very small amount, if at all. The course will be an elective in the economics majors and majors, available to students who have passed the 200-level prerequisites.

2.4 Relationship of the proposed course to courses offered in other departments:
While the subject matter of public policy intersects with the general subject matter of some political science courses, the tools, concepts, and emphasis of the proposed course is unique.

2.5 Relationship of the proposed course to courses offered in other institutions:
Courses in public policy economics are offered at a large number of universities. The titles vary from such as Public Economics, Public Sector Economics, Political Economy, or Public Choice or similar, but the centers on the topics outlined below. For example, Public Economics (ECO 475) is offered at the University of Kentucky is Public Economics. One of WKU benchmark institutions, CSU-Fresno, offers a course in Government Regulation of Economic Activity (ECON 174), Topics in Public Policy (ECON 189), and several globally-focused courses in "Political Economy of ...". Another, Florida Atlantic, offers Economics of the Public Sector (ECON 4504). Towson University offers Government and Economic

3. Discussion of proposed course

3.1 Course objectives:
Students will be exposed to the analysis of public policy topics using economic concepts and statistical tools. The course will emphasize particular cases that balance analytical insights with empirical studies and methods. The goal is for students to develop the ability to take a policy issue and break out the key analytical elements, understand appropriate empirical tools that may be applied to the issue, and critically assess analytical and empirical presentations. Applications will be made at the national, regional, and local levels

3.2 Content outline:

I. Background

A. Historical Background Economics Applied to Public Policy

Issues

B. Analytical Background

II. Economic Concepts for Evaluating Public Policies

A. Welfare Concepts in Economics

B. Cost-benefit Analysis

a. Estimation techniques

b. Estimation problems and issues

III. Analyzing Policy Decisions with Economic Tools

A. Analyzing the Public Sector as a Marketplace

B. Expressing Policy Demand

a. Voting models and problems

b. Interest-Groups & the rent-seeking influences

C. Institutions and Policy Supply

a. Parties as economic firms

b. Campaign spending & election outcomes

c. Bureaucracies & economics of organizations

IV. Regulatory Economics

A. Basic Concepts

B. Specific Regulatory Practices

a. Antitrust

b. Price Controls

c. Entry Controls

V. Public Policy & Externalities

A. Public Goods & Free Rider Problems

a. Positive externalities at national level & local levels

b. Government and market solutions

B. Negative Externalities & Overuse

a. Historical and Contemporary Examples

b. Government and market solutions

VI. Macroeconomics and Public Policy

- A. Fair's Macroeconomic Model of Presidential Elections
- B. Federal Reserve Behavior

VII. Some Current Issues & Debates in Political Economy

- A. Social Security & Medicare
- B. Local Economic Development Policies
- D. Healthcare Policy Issues
- E. Taxes & Debt Policies
 - a. National Sales Tax
 - b. U.S. Public Debt and Deficits

3.3 Student expectations and requirements:

Students will be assigned weekly readings evaluated by quizzes and oral participation. Students will be assigned regular written assignments on specific cases related. Students will be given an end of semester exam to assess overall comprehension of material.

3.4 Tentative texts and course materials:

Miller, R. L., Benjamin, D.K., and North, D.C. *The Economics of Public Issues*. Boston: Pearson, 2005.

Mishan, E.J. *Cost-Benefit Analysis: An Informal Introduction*. Boston: Allen & Unwin, 1982.

Mueller, D.C. *The Public Choice Approach to Politics*. Brookfield, VT: Elgar, 1993

Online Resources:

Federal Reserve District Bank Publications, available at District Bank websites

4. Resources

4.1 Library resources:

Library resources are sufficient. See library attachment

4.2 Computer resources:

Existing resources sufficient.

5. Budget implications

5.1 Proposed method of staffing:

Existing faculty will staff the course

5.2 Special equipment needed:
No special equipment needed.

5.3 Expendable materials needed:
N/A

5.4 Laboratory supplies needed:
N/A

6. **Proposed term for implementation:**
Fall 2007

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

Economics Department/Division 10/28/06

GFCOB Curriculum Committee 11/1/06

GFCOB Graduate Curriculum Committee 11/1/06

University Teacher Education Committee NA (if applicable)

General Education Committee NA (if applicable)

Graduate Council 1/11/07

University Senate _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date 10/10/06

**Gordon Ford College of Business
Department of Economics
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Bill Davis bill.davis@wku.edu 745-3855

1. Identification of proposed course

- 1.1 Prefix and number: ECON 596
- 1.2 Title: Applied Economics Project
- 1.3 Abbreviated title: Applied Econ Project
- 1.4 Credit hours and contact hours: 3-6
- 1.5 Type of course: R (Research -- Directed investigation or experimentation)
- 1.6 Prerequisites, corequisites and/or special requirements:
Completion of at least 24 hours of coursework toward Master of Applied Economics.
- 1.7 Catalog course listing:
An end of program course in which students select a topic, summarize and apply appropriate economic literature, concepts, and methods, and report their findings in writing and in an oral presentation.

2. Rationale

- 2.1 Reason for developing the proposed course:
This course is designed as an end-of-program capstone in which students make application of economic tools and methods.
- 2.2 Projected enrollment in the proposed course:
15-25 per year. These figures are based on estimated enrollments for the master degree.
- 2.3 Relationship of the proposed course to courses now offered by the department:
No similar graduate courses are offered by the department.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The course is equivalent to other end-of-program requirements in other programs.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

3. Discussion of proposed course

- 3.1 Course objectives:
The course is designed for students to demonstrate competency in application of economic concepts and tools to a specific topic.
- 3.2 Content outline:
N/A
- 3.3 Student expectations and requirements:

Students select a topic and develop a research plan with the approval of an advisor(s)

(A Committee of 3 faculty evaluates student proposals for students seeking 6 hours credit)

Students present a written report of the results to a committee of at least 3 faculty

Students make an oral presentation to the committee

The committee evaluates the written report and oral presentation and assigns a letter grade (Written Report = 80% and Oral Presentation = 20%)

3.4 Tentative texts and course materials:

N/A

4. Resources

4.1 Library resources:

See attachment

4.2 Computer resources:

Existing resources sufficient.

5. Budget implications

5.1 Proposed method of staffing:

Existing faculty will staff the course

5.2 Special equipment needed:

No special equipment needed.

5.3 Expendable materials needed:

N/A

5.4 Laboratory supplies needed:

N/A

6. Proposed term for implementation:

Fall 2007

7. Dates of prior committee approvals:

Economics Department/Division 10/28/06

GFCOB Curriculum Committee 11/1/06

Gordon Ford College Graduate Curriculum Committee _____ (if applicable)

University Teacher Education Committee NA (if applicable)

General Education Committee_____NA_____
(if applicable)

Graduate Council_____1/11/07_____ (if applicable)

University Senate_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 9/18/2006

**Gordon Ford College of Business
Department of Economics
Proposal to Create a New Course
(Action Item)**

Contact Person: Dan Myers e-mail: dan.myers@wku.edu Phone: 5-3684

26. Identification of proposed course

Prefix and number: ECON 597

Title: Practicum in Economics

Abbreviated title: Practicum in Economics

Credit hours and contact hours: 3

Type of course: P(Practicum)

Prerequisites: Permission of instructor

Catalog course listing:

A directed, supervised practicum or internship with a business or government agency utilizing the skills developed in the program.

27. Rationale

○ Reason for developing the proposed course:

The MA in economics is designed to provide students with practical experience. This experiential learning experience will help provide students with experience and skills that will enhance their global marketability.

Projected enrollment in the proposed course:

5-10. These figures are based on estimated enrollments for the proposed MA program with downward adjustment because not all students are expected to enroll in a practicum.

Relationship of the proposed course to courses now offered by the department:

The course is related to other graduate programs in the department in the fact that it relies upon the skills developed in other courses.

Relationship of the proposed course to courses offered in other departments:

Many other departments include a practicum course.

Relationship of the proposed course to courses offered in other institutions:

A practicum experience is common in other programs.

28. Discussion of proposed course

Course objectives:

Students will utilize the skills developed in the MA program in an experiential learning environment. In addition to gaining valuable experience, students will develop a report and present it to the faculty.

Content outline: NA

Student expectations and requirements:

Students are expected to produce a portfolio of their activities in the practicum, along with a final report that will be presented to the faculty in a seminar.

Tentative texts and course materials: NA

29. Resources

Library resources:

Library and technological support resources are adequate. See attached library resources form.

Computer resources:

Existing computer resources are adequate.

30. Budget implications

Proposed method of staffing:

Existing Economics Department faculty will supervise this course.

Special equipment needed:

No special equipment is needed.

Expendable materials needed:

None

Laboratory supplies needed:

None

31. Proposed term for implementation: Fall 2007**Dates of prior committee approvals:**

Department of Economics _____ 10/28/06

GFCOB Curriculum Committee _____ 11/1/06

GFCOB Graduate Curriculum Committee _____ 11/1/06

Professional Education Council _____ NA _____ (if applicable)

General Education Committee _____ NA _____ (if applicable)

Graduate Council _____ 1/11/07

University Senate _____

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)



Proposal Date: 17 October 2006

**Ogden College of Science and Engineering
Department of Biology
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Michael Stokes, Michael.Stokes@wku.edu, 5-6009

1. Identification of course:

- 1.7 Current course prefix (subject area) and number: BIOL 598
- 1.8 Course title: Graduate Seminar
- 1.9 Credit hours: 1.0

2. Proposed course credit hours: 2.0

3. Rationale for the revision of course credit hours:

We have proposed reducing the number of required courses in our core M.S. curriculum, though the number of credit hours remains the same. This course is proposed to become the capstone course in our revised core curriculum with a greater level of participation of graduate students in our departmental seminars and a greater level of interaction with our seminar speakers.

4. Proposed term for implementation: 200730

5. Dates of prior committee approvals:

Biology Department/Division:	<u>29 Sept 2006</u>
OCSE Graduate Curriculum Committee	<u>03 November 2006</u>
Graduate Council	<u>11 January 2007</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date 10/22/06

**Gordon Ford College of Business
Department of Economics
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Dr. Bill Davis e-mail: bill.davis@wku.edu Phone 5-2249

1. Identification of course

1.1 Course prefix (subject area) and number: ECON 506/BA 540

1.2 Current course title: Statistical Research Methods

1.3 Credit hours: 3

2. Proposed course title: Applied Statistical Methods

3. Proposed abbreviated course title: *(maximum of 30 characters including spaces)*
Applied Stat Methods

4. Rationale for the revision of course title:

The original title, Statistical Research Methods, conveys the idea that the course emphasizes statistical tools for academic research. The new title more accurately conveys the course's emphasis on applications of statistical methods to economic and business contexts.

5. Proposed term for implementation:
Fall 2007

6. Dates of prior committee approvals:

Department of Economics 10/28/06

GFCOB Curriculum Committee 11/1/06

University Teacher Education Committee NA (if applicable)

General Education Committee NA (if applicable)

Graduate Council 1/11/07

University Senate _____

Attachment: Course Inventory Form

Proposal Date: November 17, 2006

**College of Health and Human Services
Department of Public Health
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Dr. Ritchie D. Taylor, ritchie.taylor@wku.edu, 745-8975

- 1. Identification of course:**
 - 1.10 Current course prefix (subject area) and number: ENV 415G
 - 1.11 Course title: Lab Water Treatment
 - 1.12 Credit hours: 1.0
- 2. Rationale for the course suspension:** Course is not offered in the Department and has been replaced with a more comprehensive required course, PH 510: Watershed Management and Science.
- 3. Effect of course suspension on programs or other departments, if known:** No effect anticipated, the aforementioned course has been replaced with a more comprehensive required course, PH 510 Watershed Management and Science.
- 4. Proposed term for implementation:** Spring 2007
- 5. Dates of prior committee approvals:**

Department of Public Health	<u>11/17/2006</u>
CHHS Curriculum Committee	<u>12/05/2006</u>
Graduate Council	<u>1/11/2007</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 11/13/2006

**College of Health and Human Services (CHHS)
Department of Public Health
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Charles Wainright, charles.wainright@wku.edu, 745-5868

1. Identification of Course

- 1.1 Current Course Prefix (subject area) and number: HCA 584
- 1.2 Current Title: Health Policy & Planning
- 1.3 Credit Hours: 3

2. Rationale for Course Suspension:

The Master of Health Administration (MHA) currently has both a Strategic Planning course HCA 541 and a Health Economic & Policy Course (HCA 586). Therefore, the HCA 584 course is not needed as a regular elective. However, some MHA students may have a desire to pursue a career in a health policy area. Therefore, we would like to keep the course as a possible elective in the future. Several faculty are very familiar with this course and could easily teach it, if needed in the future.

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

4. Proposed term for implementation: Fall 2007

5. Dates of prior committee approvals:

Health Care Administration Committee	<u>11/13/2006</u>
Department of Public Health	<u>11/17/2006</u>
CHHS Graduate Committee	<u>12/05/2006</u>
Graduate Council	<u>1/11/2007</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: November 17, 2006

**College of Health and Human Services
Department of Public Health
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Ritchie D. Taylor, ritchie.taylor@wku.edu, 745-8975

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SFTY 532
- 1.2 Course title: Independent Investigation in Community Health
- 1.3 Credit hours: 1.0 – 3.0

2. Rationale for the course deletion: This course has been replaced by SFTY 530.

3. Effect of course deletion on programs or other departments, if known: No effect anticipated, as this course is no longer required for students in the graduate programs offered by the Department.

4. Proposed term for implementation: Spring 2007

5. Dates of prior committee approvals:

Department of Public Health	<u>11/17/2006</u>
-----------------------------	-------------------

CHHS Curriculum Committee	<u>12/05/2006</u>
---------------------------	-------------------

Graduate Council	<u>1/11/2007</u>
------------------	------------------

University Senate	_____
-------------------	-------

Attachment: Course Inventory Form

Proposal Date: 8/15/06

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Delete a Course**

Contact Person: Carl Myers

e-mail: carl.myers@wku.edu

Phone: 5-4410

1. Identification of course

- 1.1 Course prefix (subject area) and number: PSY 515
- 1.2 Course title: Program Evaluation Laboratory
- 1.3 Credit hours: 1

2. Rationale for Deletion:

PSY 515 was taken in conjunction with PSY 514 (Program Evaluation) but the laboratory component was dropped from the school psychology program requirements.

3. Effect on programs or other departments, if known:

None. Only school psychology graduate students took the one-hour laboratory.

4. Proposed term for implementation: Fall, 2007

5. Dates of prior committee approvals:

Department of Psychology	<u>9/15/06</u>
CEBS Curriculum Committee	<u>10/3/06</u>
Professional Education Council	<u>11/8/06</u>
Graduate Council	<u>1/11/07</u>
University Senate	<u> </u>

Attachment: Program Inventory

Proposal Date: October 31, 2006

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Dr. Sherry Powers, sherry.powers@wku.edu 270-745-4452

1. Identification of course:

- 1.13 Course prefix (subject area) and number: LTCY 520
- 1.14 Course title: Clinical Diagnosis of Reading Variability
- 1.15 Credit hours: 3

2. Current prerequisites/corequisites/special requirements:

Prerequisite: LTCY 519

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: LTCY 519 and admission to the MAE-Literacy program; or instructor permission

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

LTCY 520 is a core course in the MAE-Literacy Program, however, students need to be admitted into the program prior to enrolling in the course. This course is also required in the School Psychology Program and therefore these students need to receive instructor permission to enroll in the course.

5. Effect on completion of major/minor sequence:

None

6. Proposed term for implementation:

Summer 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs	11/16/06
CEBS Curriculum Committee	12/5/06
Professional Education Council	12/13/06

Graduate Council

1/11/07

University Senate

Attachment: Course Inventory Form

Proposal Date: October 31, 2006

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Dr. Sherry Powers, sherry.powers@wku.edu 270-745-4452

1. Identification of course:

- 1.16 Course prefix (subject area) and number: LTCY 521
- 1.17 Course title: Reading Intervention Practicum
- 1.18 Credit hours: 3

2. Current prerequisites/corequisites/special requirements:

Prerequisites: LTCY 520

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: LTCY 520 and admission to the MAE-Literacy program

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

LTCY 521 is a core course in the MAE-Literacy Program and students need to be admitted into the program prior to enrolling in the course.

5. Effect on completion of major/minor sequence:

None

6. Proposed term for implementation :

Summer 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs	11/16/06
CEBS Curriculum Committee	12/5/06
Professional Education Council	12/13/06
Graduate Council	1/11/07

University Senate

Attachment: Course Inventory Form

Proposal Date: October 31, 2006

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Dr. Sherry Powers, sherry.powers@wku.edu 270-745-4452

1. Identification of course:

- 1.19 Course prefix (subject area) and number: LTCY 522
- 1.20 Course title: Investigations in Reading
- 1.21 Credit hours: 3

2. Current prerequisites/corequisites/special requirements:

Prerequisite: LTCY 519

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: LTCY 528 and admission to the MAE-Literacy program

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

LTCY 522 engages students in conducting action research in literacy. LTCY 528 is designed to prepare students for those research experiences.

5. Effect on completion of major/minor sequence:

None

6. Proposed term for implementation :

Summer 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs	11/16/06
CEBS Curriculum Committee	12/5/06
Professional Education Council	12/13/06
Graduate Council	1/11/07

University Senate

Attachment: Course Inventory Form

Proposal Date: 10/10/2006

**Western Kentucky University
Department of Special Instructional Programs
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person: Marty Boman, marty.boman@wku.edu, 745-8833

1. Identification of program:

- 1.22 Program title:
Autism Spectrum Disorders Certificate
- 1.23 Required hours in program:
15
- 1.24 Special information:
This certificate program will be open to students, who have completed their master's degree in any of the following graduate programs: Education, Exceptional Education, Literacy, School Psychology, Communication Disorders, Social Work, Marriage and Family Therapy, Mental Health Counseling, Nursing, Public Health, or professionals in related areas seeking to learn more about individuals who have been diagnosed with ASD. The Department of Exceptional Education will provide program administration and primary advisement.
- 1.25 Catalog description:
This 15 hour program prepares students to provide educational, social, behavioral, and community services and information to individuals diagnosed with ASD and their families. Individuals who complete the program will be knowledgeable about the various disorders included in the spectrum of autism, characteristics, educational strategies, collaboration efforts, communication, and technology skills to be implemented with individuals with ASD.
Enrollment in this program is restricted to post-master's students who have completed a degree in any of the following graduate programs: Education, Literacy, School Psychology, Communication Disorders, Social Work, Marriage and Family Therapy, Mental Health Counseling, Nursing, Public Health. It may also be appropriate for other post-master's individuals seeking to learn more about individuals who have been diagnosed with ASD.
The program consists of 15 hours of required courses: EXED 610 (prerequisite for all other courses), 612, 615, 618, and 619. EXED 612 requires completion of a 3-hour practicum (comprising at least 120 hours) at an approved site in the field of autism. To enroll in the practicum the student must have completed EXED 610, and the internship site and supervisor must be approved by the program coordinator.

Course #	Course Title	# of Credits
----------	--------------	--------------

EXED 610	Characteristics of Autism Spectrum Disorders and Pervasive Developmental Delays	3
EXED 612	Collaboration with Schools and Agencies for Students with Autism Spectrum Disorders	3
EXED 615	Instructional Strategies and Design for Students with Autism Spectrum Disorders	3
EXED 618	Social Skills Instruction and Behavioral Programming for Students with Autism Spectrum Disorders	3
EXED 619	Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders	3

The graduate Autism Spectrum Disorders certificate provides essential information regarding individuals diagnosed with ASD. Students will examine research-based practices that have been identified for individuals with ASD as well as learn how to implement these strategies in the classroom and community. Practicum hours will be required.

2. **Objectives of the proposed certificate program:**

This program is primarily designed for post-master's educators who desire to enhance their educational knowledge about individuals identified with ASD. Students will learn how to implement meaningful ways of enhancing their teaching content so maximum learning can occur. Therefore, the objectives for program graduates are as follows:

- Identify characteristics of individuals with ASD
- Implement teaching strategies that will enhance applications of academics and social skills for individuals with ASD
- Utilize behavioral programming that is aimed at the development of independence and positive social interactions for individuals with ASD
- Recognize assistive technology and communication tools to be implemented with this population
- Identify and collaborate with various agencies throughout the state of Kentucky and the nation, which are involved with students with ASD

This program addresses the professional development of exceptional education teachers, classroom teachers, speech therapists, and other health providers who wish to increase their knowledge while applying technology, collaboration, and learning strategies in their classroom.

3. **Rationale:**

3.1 **Reason for developing the proposed certificate program:**

Justifications for providing this Autism Spectrum Disorder Certificate program include:

There has been a significant increase in individuals diagnosed with autism throughout the nation as well as in Kentucky. According to the Department of Education, for children ages 6-21, the number of students in Kentucky with Autism served by the Individuals with Disabilities Education Act (IDEA) has increased 1,845% from 38 in 1992-1993 to 739 in the academic year of 1999-2000.

Within the past year, Western Kentucky University has collaborated with the Bowling Green community to build the Clinical Education Complex. This facility houses five separate programs, four of which provide direct services to individuals diagnosed with ASD and their families. These include: the Early Childhood Center—Big Red School, Speech and Language Clinic, Counseling Services, and the Kelly Autism Program. As the first center of its kind in Kentucky and possibly in the United States, the move is to provide a wide range of educational opportunities for the teachers and students in Kentucky. In order to provide the wrap-around services that are needed to serve these individuals, WKU is committed to providing training opportunities that will enhance professional growth and productivity for teachers in Kentucky who work with these individuals with ASD.

School teachers and administrators are repeatedly contacting the Clinical Education Complex with questions about individuals diagnosed with ASD. In order for the Kelly Autism Program to become a national model, WKU must provide a high quality educational opportunity for teachers who work with these individuals. This certificate program will provide an in-depth educational experience so that most services can be properly implemented in schools, home, and community.

This program provides a means for educating teachers about the current research regarding the educational, social, emotional, sensory, and communication needs of the individuals diagnosed with ASD.

Evidence has shown that these students can demonstrate improvements in various aspects of their lives when academic, communication and social interventions occur.

Several graduate students in various educational programs at WKU have expressed a need to increase their knowledge regarding the education of individuals with ASD due to the increasing numbers of individuals with ASD in their classrooms.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

The Exceptional Education program within the Special Instructional Programs Department offers a Master of Arts in Education-Learning and Behavior Disorders (LBD) and a Master of Arts in Education-Moderate and Severe Disabilities (MSD). This proposed certificate is slightly related to the master's program as discussion regarding ASD does occur, but is limited. For example, graduate teachers are required to complete EXED 516 Exceptional Child: Perspectives and Issues, which focuses on all exceptional education students who will be included in

their classrooms. Instruction regarding individuals diagnosed with ASD is generally limited to one class period within that curriculum.

Teachers who have completed their master's programs are requesting more training to work with individuals with ASD due to the wide array of needs for this group (e.g.: high functioning-college bound vs. low functioning-needing one-on-one assistance in the classroom; verbal vs. non-verbal; sensory issues that are hyper vs. hypo pronounced, etc.).

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

The proposed certificate program will complement the existing programs in the identified departments by providing specialized training related to working with individuals with ASD and their families.

3.4 Projected enrollment in the proposed certificate program:

Enrollment projections come from informal student and alumni feedback, review of national and state trends, and requests from area educators and administrators. Based on this information regarding the proposed certificate program, it is expected that enrollment will be approximately 20 students per year. Certified education personnel or those in related fields are expected to enroll in the proposed program.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Within Kentucky there are no universities offering a certificate in ASD and PDD, but both Eastern Kentucky University and the University of Kentucky have had discussions with WKU staff about the need for such a program, and hope to develop a program in the near future.

Other universities/colleges:

INSTITUTION	STATE	PROGRAM
University of Minnesota Duluth	MN	Autism Spectrum Disorders certificate program
University of New Hampshire	NH	Autism Spectrum Disorders certificate program
Chileda (NGO)	WI	Autism Spectrum Disorders certificate program
University of Wisconsin Whitewater	WI	Certificate in Autism Specialist Program
Hamline University	MN	Autism Spectrum Disorders certificate program
Missouri State University	MO	Autism Spectrum Disorders certificate program
University of Massachusetts Lowell	MA	Online Graduate Programs in Behavioral intervention in Autism
Antioch University New England	NH	Autism Spectrum Disorders certificate program
Central Michigan University	MI	Graduate certificate in Autism

University of St. Thomas	MN	MA in Special Education – Autism Spectrum Disorders.
Penn State	PA	Online certificate program in Autism
University of Wisconsin	WI	Autism Spectrum Disorders certificate program
University of Minnesota	MN	Autism Spectrum Disorders certificate program
John Hopkins University	MD	Graduate certificate in the Education of Students with Autism and other Pervasive Developmental disorders
University of Georgia	GA	Specialist's Degree in Special Education\ concentration: Autism
Texas Technical University	TX	Autism certificate program
Regent University	VA	Autism certificate program
University of California, Davis	CA	Specialized study program in Autism Spectrum Disorders
Portland State University	OR	Autism certificate program
Kansas State University	KS	Autism Spectrum Disorders certificate program

3.6 Relationship of the proposed certificate program to the university mission and objectives:

WKU's Strategic Plan states that "WKU will achieve national recognition for its nationally and globally competitive graduates and exceptional service to the Commonwealth's citizens through investment in undergraduate and selected graduate programs."

This certificate will support this statement through the following goals:

- *Increasing student learning;*
- *Developing the student body by attracting, retaining, and graduating an increasingly diverse, academically talented, and achievement-orientated student body;*
- *Enhancing responsiveness to constituents by responding to educational, social, cultural and economic development needs through increased outreach, applied scholarship, service, and innovative opportunities for lifelong learning;*
- *Building on the university's responsiveness to community needs;*

The goals of WKU's Quality Enhancement Plan are addressed by this certificate program, as it will provide students with meaningful opportunities to become concerned citizens of their community and nation. Faculty and staff will facilitate student engagement and experiential learning by the direct engagement of the students with individuals diagnosed with ASD.

4. Curriculum:

All courses will be new courses in Exceptional Education. The proposed curriculum for this Autism Spectrum Disorders Certificate program is as follows:

COURSE NUMBER	COURSE TITLE	NUMBER OF CREDITS
10	Characteristics of Autism Spectrum Disorders and Pervasive Developmental Delays	3
12	Collaboration with Schools and Agencies for Students with Autism Spectrum Disorders	3
15	Instructional Strategies and Design for Students with Autism Spectrum Disorders	3
18	Skills Instruction and Behavioral Programming for Students with Autism Spectrum Disorders	3
19	Assistive Technological and Communication Interventions for Students with Autism Spectrum Disorders	3
Totals		15

5. Budget implications:

Present faculty will teach these courses, with only one or two classes offered per semester. Therefore, there will be limited additional costs for faculty and resources.

6. Proposed term for implementation:

Fall semester, 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs: _____ 10/13/2006 _____

CEBS Curriculum Committee _____ 12/5/2006 _____

Professional Education Council _____ 12/13/2006 _____

Graduate Council _____ 1/11/07 _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: October 31, 2006

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise A Program
(Action Item)**

Contact Person: Dr. Sherry Powers, sherry.powers@wku.edu 270-745-4452

1. Identification of program:

- 1.26 Current program reference number: 044
 1.27 Current program title: MAE Literacy
 1.28 Credit hours: 33

2. Identification of the proposed program changes:

- Move LTCY 518 (Literacy Education and Technology) from the Specialization Component to the Professional Education Component/Required Courses
- Change the Master of Arts in Education –Literacy program from 33 credit hours to 36 credit hours
- Change one of the admissions criteria: revise the GRE Analytical Writing score requirement from 4.0 to 3.5
- Add EXED 523 Curriculum/Methods in Early Childhood Special Education and IECE 525 Special Topics in Interdisciplinary Early Childhood Education to the restricted elective option in the program

3. Detailed program description:

Current Program <i>Master of Arts in Education – Literacy</i> (Elementary, Middle, or Secondary Reading & Writing Endorsement)	Proposed Program <i>Master of Arts in Education – Literacy</i> (Elementary, Middle, or Secondary Reading & Writing Endorsement)
<p>Total Hours: 33 hours</p> <p>The Master of Arts in Education – Literacy is tailored to upgrade literacy instruction at all grade levels and is open to teachers in regular classrooms, special education classrooms, special reading classes, basic adult education classes, and community college reading instructors.</p> <p>Admission to the Master of Arts in Education-Literacy program requires a GAP score (undergraduate GPA x GRE score) of 2300 and a minimum GRE analytical writing score of 4.0. Applicants with a GAP score of 2200 and a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area. Thesis and non-thesis options are available to students. A comprehensive exam is</p>	<p>Total Hours: 36 hours</p> <p>The Master of Arts in Education – Literacy is tailored to upgrade literacy instruction at all grade levels and is open to teachers in regular classrooms, special education classrooms, special reading classes, basic adult education classes, and community college reading instructors.</p> <p>Admission to the Master of Arts in Education-Literacy program requires a GAP score (undergraduate GPA x GRE score) of 2300 and a minimum GRE analytical writing score of 3.5. Applicants with a GAP score between 2200 and 2299 and at least a 3.0 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area. Thesis and non-thesis options are available to</p>

required for students in the non-thesis option.

Professional Education Component (18 hours)

Required (18 hours)

LTCY 519 Foundations of Reading Instruction (3 hours)
LTCY 520 Clinical Diagnosis of Reading Ability (3 hours)
LTCY 521 Reading Intervention (3 hours)
LTCY 524 Content Area Literacy (3 hours)
LTCY 527 Literacy Learning & Cultural Differences (3 hours)
LTCY 528 Literacy Research Methods & Evaluation (3 hours)

Specialization Component (9 hours)

Choose one of the following (3 hours total)

LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours)
LTCY 624 Seminar in Literacy Issues (3 hours)
LTCY 695 Internship in Literacy Supervision (3 hours)
LTCY 518 Literacy Education and Technology (3 hours)

Restricted Electives (3 hours) - choose one:

PSY 510 Advanced Educational Psychology (3 hours)
PSY 511 Psychology of Learning (3 hours)
PSY 519 Psychological Perspectives on Classroom

students. A comprehensive exam is required for students in the non-thesis option.

Professional Education Component (21 hours)

Required (21 hours)

LTCY 519 Foundations of Reading Instruction (3 hours)
LTCY 520 Clinical Diagnosis of Reading Ability (3 hours)
LTCY 521 Reading Intervention (3 hours)
LTCY 524 Content Area Literacy (3 hours)
LTCY 527 Literacy Learning & Cultural Differences (3 hours)
LTCY 528 Literacy Research Methods & Evaluation (3 hours)
LTCY 518 Literacy Education and Technology (3 hours)

Specialization Component (9 hours)

Choose one of the following (3 hours total)

LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours)
LTCY 624 Seminar in Literacy Issues (3 hours)
LTCY 695 Internship in Literacy Supervision (3 hours)

Restricted Electives (3 hours) - choose one:

PSY 510 Advanced Educational Psychology (3 hours)
PSY 511 Psychology of Learning (3 hours)

<p> Behavior (3 hours) PSY 540 Behavior Problems of Childhood and Adolescence (3 hours) ELED 503 Organization of Elementary School Curriculum (3 hours) MGE 571 Middle School Curriculum (3 hours) EXED 516 The Child with Exceptionalities: Perspectives & Issues (3 hours) SEC 580 Curriculum (3 hours) ENG 596 Writing Project (3 of 6 hours) LME 518 Advanced Children's Literature (3 hours) LME 527 Literature for Young Adults (3 hours) </p> <p> <u>Research Foundations (3 hours):</u> EDFN 500 Research Methods (3 hours) </p> <p> <u>Research (6 hours), or</u> LTCY 599 Thesis </p> <p> <u>Non-Thesis Option (6 hours)</u> LTCY 522 Investigations in Reading LTCY 624 Seminar in Literacy Issues </p> <p> NOTE: Hours above 30 count toward Rank 1 </p> <p> Total = 33 hours </p>	<p> PSY 519 Psychological Perspectives on Classroom Behavior (3 hours) PSY 540 Behavior Problems of Childhood and Adolescence (3 hours) ELED 503 Organization of Elementary School Curriculum (3 hours) MGE 571 Middle School Curriculum (3 hours) EXED 516 The Child with Exceptionalities: Perspectives & Issues (3 hours) SEC 580 Curriculum (3 hours) ENG 596 Writing Project (3 of 6 hours) LME 518 Advanced Children's Literature (3 hours) LME 527 Literature for Young Adults (3 hours) EXED 523 Curriculum/Methods in Early Childhood Special Education IECE 591 Seminar in Interdisciplinary Early Childhood Education </p> <p> <u>Research Foundations (3 hours):</u> EDFN 500 Research Methods (3 hours) </p> <p> <u>Research (6 hours), or</u> LTCY 599 Thesis </p> <p> <u>Non-Thesis Option (6 hours)</u> LTCY 522 Investigations in Reading LTCY 624 Seminar in Literacy Issues </p> <p> NOTE: Hours above 30 may count toward Rank 1 </p> <p> Total = 36 hours </p>
---	--

4. Rationale for the proposed program change:

The Master of Arts in Education – Literacy has been restructured to meet the standards of the literacy profession written for advanced reading professionals by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) and adopted by the National Council for the Accreditation of Teacher Educators (NCATE). In addition, the course work contains components specifically to meet the No Child Left Behind (NCLB) Act of 2003 and Experienced Teacher Standards (ETS) approved by the Commonwealth of Kentucky.

- Moving LTCY 518 from restricted electives to the required professional education component category will ensure that graduates are prepared to use technology to support literacy learning and instruction.
- Moving LTCY 518 from the restricted electives component to the required professional education component category will result in an additional 3 credit hour requirement for the MAE-Literacy program. The addition of the required 3 hour required course meets the International Reading Association's requirement that Advanced Reading Professionals have a minimum of 30 hours of literacy graduate coursework.
- Change 4.0 to 3.5 Analytical Writing Score requirement to be consistent with other MAE programs in College of Education and Behavioral Sciences.
- Add EXED 523 Curriculum/Methods in Early Childhood Special Education and IECE 591 Seminar in Interdisciplinary Early Childhood Education to the list of restricted elective options in the program for students who wish to focus on early childhood education and special needs learners.

5. Proposed term for implementation and special provisions (if applicable):
Summer 2007

6. Dates of prior committee approvals:

Department of Special Instructional Programs	11/16/06
CEBS Curriculum Committee	12/5/06
Professional Education Council	12/13/06
Graduate Council	1/11/07
University Senate	_____

Attachment: Program Inventory Form

09/03/2006

Proposal Date:

**OCSE
Department of Biology
Proposal to Revise a Program
(Action Item)**

Contact Person: Michael Stokes **e-mail:** Michael.Stokes@wku.edu **Phone:** 5-6009

1. Identification of program

- 1.1 Reference Number: 056
- 1.2 Current Program Title: Master of Science in Biology
- 1.3 Credit Hours: 30 plus a research tool

2. Identification of the proposed changes:

- Implementation of a new core for all MS students, consisting of a new course, Biol 500, to be taken the first year by the student; a modified capstone course, Biol 598, to be completed in the student's final term; and an internship in college instruction, Biol 601.
- Deletion of the existing specific core course requirements.
- Removal of catalog wording emphasizing two research areas to make the degree more flexible.

3. Detailed Program Description:

Old Program Requirements	New Program Requirements
<p>Students must take: Biol 483G (4.0 credits) Biol 503 (1.0 credit) Biol 598 (1.0 credit) Biol 599 (Plan A), (6.0 credits) or Biol 516 (Plan B) (3.0 credits)</p> <p>Students must also take at least two of the following courses according to the advice of their graduate committee: Biol 560 (3 credits) Biol 566 (3 credits) Biol 524 (3 credits) Biol 515 (3 credits)</p> <p>Students must take additional graduate courses for a minimum of 30 total hours of course work. Additionally, all students must complete a research tool course.</p>	<p>Students must take: <i>Biol 500 in their first year (3.0 credits)</i> <i>Biol 598 in their final term of coursework (2.0 credits)</i> <i>and</i> Biol 599 (Plan A) (6.0 credits) for thesis students or Biol 516 (Plan B) (3.0 credits) for nonthesis students.</p> <p><i>Students must also take Biol 601 (1.0 credit)</i></p> <p>Students must take additional graduate courses on the advice of their graduate committee for a minimum of 30 total hours of course work. Additionally, all students must complete a research tool course as required by the university.</p>
<p>The MS degree is offered for students seeking research experience in two major areas. Relevant courses in each area are as follows:</p>	<p><i>Eliminate the statement "The MS degree is offered for students seeking research experience in two major areas. Relevant courses in each area are as follows:". Replace the table of courses divided by research area to be found in the current catalog with a simple list of graduate courses in Biology.</i></p>

4. Rationale for proposed program revisions:

The current core set of courses is too limiting in light of recent advances in biology as a discipline. These proposed changes will make our program more flexible to accommodate the needs of our graduates and the overall direction of OCSE, where the emphasis is increasingly on applied research. For example, WKU recently entered into long-term agreements with outside entities including the US Department of Agriculture and the University of Nairobi which will require training of graduate students in new areas of Biology. The Wildlife Society, the professional society that accredits professional wildlife biologists, has recently changed their accreditation requirements and these have been adopted by the Kentucky Division of Fish and Wildlife Resources as conditions for employment. Additionally, many emerging subdisciplines of biology are actually multidisciplinary, such as environmental biology and conservation biology, so students must have the flexibility to include graduate coursework from other disciplines in their degree program, as well as an increasingly diverse array of Biology coursework. These changes will fit well with the emergence of our MS program in Biology as an online option for nontraditional students, especially working teachers. Finally, these changes will allow us to better accommodate the emerging interdisciplinary MS in Environmental Science proposed by several departments in OCSE.

A number of our benchmark institutions have moved to more flexible approaches to MS programs as well. For example, Florida Atlantic University has a program that consists entirely of electives, as do Missouri State University and Stephen F. Austin State University. Indiana State University and Central Missouri State University have a two-course core very similar to the one we propose.

5. Proposed term for implementation and special provisions:

Term: Spring, 2007

Provisions, if applicable: This proposal is contingent upon approval of current Biol 500 and Biol 598 proposals. Current students will be offered the opportunity to adhere to the current course requirements or switch to the new program requirements. Biol 483G or an equivalent statistics course will be allowed to substitute for the new Biol 500 course.

6. Dates of prior committee approvals:

Biology Department 29 Sept 2006

OCSE Graduate Committee 03 November 2006

Graduate Council 11 January 2007

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 9/20/2006

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

Contact Person: Albert.Meier or Mike Stokes e-mail: Albert.Meier@wku.edu or
Michael.Stokes@wku.edu Phone: 5-3696

32. Identification of program

- 1.1 Reference Number: 056
- 1.2 Current Program Title: Master of Science in Biology
- 1.3 Credit hours: 30-36

33. Identification of the proposed changes:

- The purpose of this proposal is to add a concentration in Environmental Science to the Biology M.S. degree program.
- Departments within the Ogden College of Science and Engineering propose to establish a suite of graduate degree options to be collectively referenced as the Master of Science in Environmental Science. The Master of Science in Environmental Science will consist of identically structured options in at least one program within in each participating department. For the purposes of this proposal, the collection of degree options will be referenced specifically as the "Coordinated Program," to differentiate it from traditional "Programs" with institutional and state reporting requirements. Each degree program or department contributing an option, faculty member or other resource to the Coordinated Program will be referenced as the Home Department or Program. Each degree program option contributed by the participating departments will be referenced in this document as "Options," indicating them to be both options within the Coordinated Program and the Home Department/Program. Coordinated Program governance will include oversight of each of the contributing departmental program option and will be shared across all participating departments, as defined in the attached Environmental Science Coordinated Degree Program By-Laws. All metrics requiring institutional or state reporting will be submitted by, and allocated to, each Home Department/Program.

34. Detailed program description:

The proposed program option in Biology will consist of one plan. The thesis plan, consisting of 24 hours of coursework, 6 hours of thesis, plus the university-required research tool course is designed for students wishing to develop a core proficiency in environmental science while focusing on solving a specific problem or research question. This plan shares a common core with coordinated plans in other departments designed to provide the student with a fundamental understanding of the policy drivers and disciplinary inter-relationships that are essential for successful environmental management.

Core - 9 credit hours taken from cross-listed inter-disciplinary courses:

- BIOL 587. Environmental Law - This is a new 3-credit-hour course to be cross-listed, ideally team taught, and offered in each participating department. The purpose of this course is to provide the student with a fundamental understanding of environmental policy.
- BIOL 543. Environmental Science Concepts - This is a new 3-credit-hour course to be cross-listed, team taught and offered in each participating department. The purpose of this course is to provide the student with a fundamental understanding of the inter-relationships among the scientific and technical disciplines

contributing to our understanding of our environment as a whole. The student will be exposed to the unique challenges facing environmental scientists both from a practitioner and researcher perspective. The student will learn to utilize his/her discipline-specific background in conjunction with an understanding of the roles and impacts of other disciplines to solve environmental problems.

- BIOL 506. Environmental Seminar - 3 credit-hours of an environmental seminar offered once a week for one credit-hour per semester. This is a new course that will be offered once per semester and cross-listed among all participating departments. All environmental science students will be required to be enrolled in the seminar for a minimum of 3 credit hours toward their degree program. Practitioners and researchers will provide lectures, exposing the students to the entire spectrum of professional outlets for environmental scientists. Students having developed a thesis topic will be required to present at least once prior to completion of their degree program.

Thesis Plan

- A Discipline-Specific Research Methods course - 3 credit hours. These are existing discipline-specific courses offered in each home department (The BIOL 500 course required for the M.S. in Biology will satisfy this requirement for the Environmental Science emphasis in Biology.). The purpose of this course is to provide the student with the ability to execute research with a perspective of their home discipline.
- BIOL 599. Thesis - 6 credit hours. Students will be required to write a formal thesis proposal and present it to their peers during an Environmental Seminar.
- Electives – 12 credit hours of electives approved by the student’s advisory committee, supportive of the student’s thesis topic.

Students electing to incorporate the Environmental Science option in their Masters of Science in Biology degree program will need to ensure that they fulfill these requirements in addition to the base requirements of the Master of Science in Biology degree program.

Current Program Options	Proposed Program Options
M.S. Biology Program (Thesis)	M.S. Biology Program (Thesis)
<p>Students must take: Biol 500 in their first year (3.0 credits) Biol 598 in their final term of coursework (2.0 credits) and Biol 599 (6.0 credits) for thesis students or Biol 516 (3.0 credits) for nonthesis students.</p> <p>Students must also take Biol 601 (1.0 credit)</p> <p>Students must take additional</p>	<p>Students must take: Biol 500 in their first year (3.0 credits) Biol 598 in their final term of coursework (2.0 credits) and Biol 599 (6.0 credits) for thesis students or Biol 516 (3.0 credits) for nonthesis students.</p> <p>Students must also take Biol 601 (1.0 credit)</p> <p>Students must take additional</p>

graduate courses on the advice of their graduate committee for a minimum of 30 total hours of course work. Additionally, all students must complete a research tool course.	graduate courses on the advice of their graduate committee for a minimum of 30 total hours of course work. Additionally, all students must complete a research tool course.
	<i>Environmental Sci. Option (Thesis)</i>
	<i>Interdisciplinary Core Requirements</i> 9 hours <i>[BIOL 587, 543, 506]</i>
	<i>Program Requirements</i> 6 hours <i>[BIOL 500, 598, 601]</i>
	<i>Program Electives</i> 9 hours <i>[Any 9 hours of graduate course-work approved by the thesis committee]</i>
	<i>Thesis Research</i> 6 hours <i>[An approved thesis project]</i>
	<i>Program Total</i> 30 hours
	<i>Additional Requirements:</i>
	<i>Research Tool</i> 3 hours <i>[An appropriate course approved by the thesis committee and the Graduate School]</i>

35. Rationale for proposed program revisions:

Many of the students who graduate with a Master of Science degree in Biology will pursue careers that relate to the area of environmental sciences. In order to prepare them for those types of careers, this option will provide class work that broadens their knowledge in a wide range of environmental science subjects, since it is cross disciplinary in nature and content.

36. Proposed term for implementation and special provisions:

Term: Fall 2007

Provisions, if applicable: Committee approval for all new classes and for a co-submitted revision of the MS Biology program.

37. Dates of prior committee approvals:

BIOL Graduate Committee	<u>29 Sept 2006</u>
OCSE Graduate Curriculum Committee	<u>03 November 2006</u>
Graduate Council	<u>11 January 2007</u>
University Senate	<u></u>

Attachment: [Program Inventory Form](#)

Proposal Date: 10/21/06

**Gordon Ford College of Business
Department of Economics
Proposal to Create a New Major Program
(Action Item)**

Contact Person: Dr. Bill Davis, bill.davis@wku.edu, 745-2249

1. Identification of program:

- 1.29 Program title: Applied Economics
- 1.30 Degree: Master of Arts
- 1.31 Classification of Instructional Program Code (CIP): Code 45.0602

- 1.32 Required hours in proposed major program: 30
- 1.33 Special information:
Curriculum designed to provide matriculation in 1 calendar year
- 1.34 Program admission requirements:
- A. Completion of graduate application form, a list of three references, submission of official copy of undergraduate degree transcript, and an official copy of a GRE score taken within the last five years. Applications are considered for fall admission only.
 - B. Minimum undergraduate overall grade point average of 2.75 (4.0 scale) and a minimum GRE score of 900. Alternate graduate admission test scores such as the GMAT or LSAT will be considered on a case by case basis as a substitute for the GRE.
 - C. All applicants from non-English speaking countries are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 525 on the TOEFL or 197 on the computer based TOEFL is required for admission.
 - D. All applicants must have completed an introductory microeconomics (Economics 202 or equivalent) course, an introductory macroeconomics (Economics 203 or equivalent) course, and an introductory statistics (Economics 206 or equivalent) course. Students who have not completed an intermediate level course (300 level or higher) course in microeconomics, macroeconomics, or statistics will be required to attend a week-long, preparatory workshop in the area of deficiency prior to the fall semester. Economics 501 may be substituted for the microeconomics and macroeconomics preparatory workshops.

1.35 Catalog description:

The master in applied economics emphasizes the training of students with backgrounds in economics and other arts and sciences for careers that require strong analytical skills, technical tools, and communication abilities that can be applied to a broad range of subjects. Toward this end, students may also enroll in courses from related master programs including the Master in Business Administration, the Master in Public Administration, and the Master in Health Care Administration to enhance their range of knowledge and experience. In addition to coursework, the program utilizes practicum, an end-of-program applied project, and non-credit workshops to build specific technical skills and to enhance employability of graduates.

2. Rationale:

2.1 Reason for developing the proposed major program:

From the late 1980s through the mid-1990s, the M.A. program in Economics attracted many qualified students and enjoyed sizable enrollment. The program functioned primarily as a Ph.D. preparatory program, and, later, as a substitute for the then-suspended MBA program. With the renewal of the college's MBA program, the Economics M.A. program was ultimately suspended.

The new program in applied economics goes a different direction from the prior program. It will draw on the dual role of Economics

Department as a social science and business-related area to expand the Ford College's graduate offerings to students from the arts and sciences whose interests are not directed toward management training but who desire to enhance their employability through development of analytical and technical skills. The program incorporates several modifications to enhance its long-term viability, inspired, in part, by programs at schools such as Florida State, Illinois State, Ohio University, Miami University and the University of Maryland-Baltimore County. These include matriculation in 1 calendar year and a focus on building a link between broad-based, liberal education and employable skills.

The proposed program will assist WKU in addressing several of the key indicators set forth by the Council on Postsecondary Education. In particular, the Master in Applied Economics will help to enroll more students in postsecondary education and advance them through the system. Economics is a growing undergraduate major at WKU and across the nation ("Economics is a Hot Major for Undergrads," Wall Street Journal, July 7, 2005). The growth in undergraduate majors provides a natural base for building a strong graduate program. We also expect strong interest from students with baccalaureate degrees in a variety of arts and sciences as well as from economics students from other four-year colleges. The program will facilitate the enrollment of non-economics undergraduate majors by offering fast-track, week-long workshops prior to the fall term.

The program will also directly address the issue of preparing Kentuckians for life and work. Many students from economics, liberal arts, and some sciences acquire a broad-based, liberal education at the undergraduate level that is valuable in building their knowledge and abilities. However, many of these students will expand their employment prospects greatly by acquiring a graduate degree that provides a link between their undergraduate area and the skills and expertise sought by employers. The applied master degree in economics will provide this link. Some students may pursue a professional management (MBA) degree toward the end of enhancing their employability; however, many are not interested in or prepared to pursue a management degree. The proposed applied economics program couples the broad-based applicability of economics as a foundational social science with a case- and skills-oriented emphasis to provide students with acquisition of valuable, employable skills.

Finally, the proposed program will benefit communities and economies in Kentucky and in WKU's region. First, the program will help to provide a supply of master students capable of teaching in Kentucky community colleges. Second, through class projects, faculty initiatives, and joint student-faculty projects, the concepts and tools utilized in the program will be applied to issues of importance to economic development and public policy in Kentucky cities and counties. The department intends to set up a Center for Policy Analysis that will dovetail with the master program towards this end. Generation and evaluation of estimates of the demand for passenger air service in South Central Kentucky or the study of local and state policies that promote entrepreneurial and economic development in comparable regions would be topics for classroom case study as well as investigation outside of the classroom and dissemination to the community and region through newsletters and other publications.

2.2 Projected enrollment in the proposed major program:

20-25 students per fall. This estimate is based on a survey of students in upper division economics courses at WKU in September 2005, a survey of WKU students with 80 or more hours in selected majors other than economics in

September of 2005, student-initiated inquiries about graduate offerings, and growth in undergraduate economics majors at WKU and across the country.

- 2.3 Relationship of the proposed major program to other programs now offered by the department/unit:

The master program in applied economics will be a complement to the department's undergraduate major by offering additional training that will enhance employment opportunities.

- 2.4 Relationship of the proposed major program to other university programs:

The program will enhance the employment opportunities for students with undergraduate majors in areas such as economics, history, journalism, mathematics, and others where the connection of the undergraduate major with a graduate degree sought by employers will be of benefit to the students. The program will also complement other master programs on campus by providing those programs with students taking non-economics coursework as well as providing course work for students in those programs. The Master in Business Administration currently has several courses cross-listed with existing economics graduate courses. The Master in Public Administration, the Master of Health Care Administration, and other areas may also provide students opportunities for complementarities between programs.

- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

The economics master program at the University of Kentucky is closely integrated with the Ph.D. program. The Master in Applied Economics at WKU will provide an additional source of students for the Ph.D. program at Kentucky. The Master of Science in Economics at Murray State may provide opportunities for students to share online courses.

- 2.6 Relationship of the proposed major program to the university mission and objectives:

WKU's mission and purpose emphasizes the preparation of students to be productive, engaged leaders in a global society. Relevant graduate programs are to complement those at the baccalaureate level. The proposed program fits into this role. While the arts and sciences training of many undergraduates is engaging and valuable to their learning, they often face limited employment opportunities. The relevance of a master program in economics is its ability to provide a bridge between broad areas of student background and interest at the undergraduate level with employable analytical and technical skills.

Further, one of the key purposes of WKU is the identification and solution of key social, economic, scientific, health, and environmental problems within its reach. Again, economics as a discipline is well suited to this purpose, and the proposed master program provides an explicit option where these kinds of problems are identified and analyzed. Moreover, the concurrent establishment within the department of a Center for Policy Analysis will enhance the opportunities for student involvement in this purpose.

3. Objectives of the proposed major program:

1. The primary objective is to enhance the lifelong productivity and employability of many undergraduate majors by developing students' analytical and technical skills. These skills will permit students to fill a

variety of analyst jobs in the public or the private sector or compete more effectively for a variety of jobs that require a combination of analytical, quantitative, and communication skills.

2. A secondary objective is to provide opportunity for students with Ph.D. aspirations to pursue advanced preparatory training.

4. Program description:

4.1 Curriculum:

30 Hour Minimum

9 Hour Core—ECON 502, 503, and 506 (502 and 506 must be taken in initial fall semester)

Options I & II Require

2 Skill-building, Non-Credit Workshops (Minimum)

Maximum of 6 Hours of 400G Credit

Course (Credit Hours)

ECON 502 (3) Applied Microeconomic Theory (fall)

ECON 503 (3) Applied Macroeconomic Theory (fall)

ECON 506 (3) Applied Statistical Methods (fall)

ECON 571 (3) Public Sector Economics (spring) (New)

ECON 581 (3) Survey of Public Finance (directed study only)

ECON 582 (3) Seminar in Economic History (directed study only)

ECON 583 (3) Advanced Microeconomic Theory (directed study only)

ECON 585 (3) Topics in Macroeconomics (directed study only)

ECON 591 (3) International Economics (spring)

ECON 594 (3) Forecasting (spring)

ECON 595 (3) Labor and Human Resource Economics (May)

ECON 596 (3-6) Applied Economics Project (summer) (New)

ECON 597 (3) Practicum in Economics (summer)

ECON 598 (3) Directed Studies

ECON 599 (3-6) Thesis and Research Writing

ECON 600 () Maintaining Matriculation

ECON 400G—Issues in Capital Market Economics

ECON 410G—Seminar in Economics

ECON 430G—Environmental and Resource Economics

ECON 434G—The Economics of Poverty and Discrimination

ECON 440G—American Industry

ECON 464G—Introduction to Mathematical Economics

ECON 465G—Regression and Econometric Analysis

ECON 475G—Urban and Regional Economics

ECON 496G—International Monetary Economics

Option I: Applied Analyst Option (30 hours)

This option emphasizes building in-depth analytical, quantitative, and communication skills.

Core Courses (9 hours) plus Forecasting (594), Applied Economics Project (596), at least (9) hours from: Urban & Regional Economics (475G), Public Sector Economics (511), Labor and Human Resource Economics (595), (3-6) hours of electives including up to (6) hours of approved graduate level electives outside economics, and at least (2) Skill-building Workshops.

Option II: Social and Policy Issues Option (30 hours)

This option emphasizes analytical and communication skills but includes a wider variety of subject matter as well as more elective choice.

Core courses (9 hours), at least 12 hours from the following courses: Up to (6) hours from the 400G courses, Public Sector Economics (571), International Economics (591), Labor and Human Resource Economics (595), Applied Economics Project (596), (6-9) hours of electives including up to (6) hours of approved graduate level electives outside of economics, and at least (2) Skill- building Workshops.

Option III: Advanced Academic Option

This option prepares students to pursue a Ph.D. by providing opportunity for more advanced theoretical coursework and statistical tools. Core courses (9 hours), Regression & Econometrics (465G), Introduction to Mathematical Economics (434G) or Directed Studies in Mathematical Economics, Advanced Microeconomic Theory (583), Topics in Macroeconomics (585), (3-6) hours of electives including up to (6) hours of approved graduate level electives outside of economics, and ECON 596 or 599 (3-6 hour Project or Thesis)

4.2 Accreditation, certification, approval, and/or licensure:
Not Applicable

4.3 Program delivery:
The program will be delivered predominantly through traditional classroom instruction. However, out-of-class methods including practicum and applied projects will be utilized with some electronic delivery of coursework, especially in the winter or summer terms likely.

5. Resources:

5.1 Faculty:
The department currently has 16 graduate faculty members including optional retirees. In order to fulfill the objective of one calendar year matriculation, three graduate courses per semester along with winter and summer terms will be required. The addition of one faculty member at the assistant professor level is anticipated.

5.2 Technological and electronic informational resources (e.g., databases, e-journals)
Current university, college, and departmental access to databases, e-journals, and other electronic information sources is sufficient.

5.3 Facilities and equipment:
Current university, college, and departmental facilities and equipment are sufficient

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Department/Division: 10/28/06

GFCOB Curriculum Committee 11/1/06

GFCOB Graduate Curriculum Committee 11/1/06

Professional Education Council
(if applicable)

NA

General Education Committee
(if applicable)

NA

Graduate Council

University Senate

Attachment: Program Inventory Form

Proposal Date: 1/9/2007

**Office of Graduate Studies and Research
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Lisa Murrell, lisa.murrell@wku.edu, 5-2446

1. Identification of proposed policy revision: Graduate Academic Probation and Dismissal

2. Catalog statement of existing policy:

Academic Probation

If the student's performance does not improve during that semester or summer term, the department involved will contact the Graduate School to decide whether to dismiss the student or to allow the continuation of probation. If at the end of the second semester or summer term the grade point average is still below 3.0, the student may be advised to withdraw or face dismissal. A student must have a final semester or term of enrollment after obtaining a 3.0 and gaining admission to candidacy. A student on probation is ineligible for a graduate assistantship. A grade point average of 3.0 is necessary for candidacy and for graduation. Students who fall below an average of 3.0 are placed on probation for one semester

3. Catalog statement of proposed policy:

38. Grading and the Quality Point System

The letters A, B, C, D, F, P and X are used by the University to indicate the student's academic proficiency. These letters have the following significance:

A – Excellent, four quality points per semester hour

B – Good, three quality points per semester hour

C – Average, two quality points per semester hour

D – Below Average, Unsatisfactory, one quality point per semester hour.

F – Failure, no semester hours earned and no quality points

P – Pass, credit is awarded towards a degree, but no quality points are assigned.

The "P" designation is restricted to specific courses approved for its use.

X – Incomplete. A grade of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. A grade of "X" received by a graduate student, with the exception of thesis courses or similar projects, will automatically become an "F" unless removed within twelve (12) weeks of the next full term (summer term excluded). An incomplete must be removed within this twelve-week period regardless of whether the student is registered for additional work in the next term. A student should work with the instructor who assigned the incomplete on an independent basis to complete the necessary assignments. The grade of "X" will continue to appear as the initial grade on the student's transcript, along with

the revised grade. A grade of incomplete is not used under any circumstances as a substitute for “F” or “W”.

The designations of AU, W, NR, and NG are not included in the determination of grade point average and are used in the following cases:

AU – Auditor of a course (See below for additional information).

W – Officially withdrew

NR – No report. Grades for an entire class were not received by the Office of the Registrar in time for processing. The designation “NR” is not to be used as a grade for individual students.

ER – Error in reporting. This designation is used by the Office of the Registrar when a grade is not reported for an individual student.

NG – No grade. A grade is not appropriate to the course. The “NG” designation is restricted to specific courses approved for its use.

IP – In Progress. The IP designation is restricted to specific courses designed to span more than one term. Unless approved otherwise, an IP designation unresolved at the end of one year after its assignment will be converted to an F.

Auditing of Courses

An auditor is one who enrolls and participates in a course without expecting to receive academic credit. The same registration procedure is followed and the same fees are charged as for courses taken for credit. An audited course is not applicable to any degree or certificate program. Regular class attendance is expected of an auditor. Other course requirements, which may be obtained in writing from the instructor, will vary depending on the nature of the course. Students interested in auditing a course should secure permission from the instructor and discuss course requirements prior to enrolling. Failure to meet course requirements may result in the auditor being withdrawn from the course at the request of the instructor. A successful audit will be recorded on the transcript with the designation of AU. Any change from audit to credit must be done by the last day to add a class. Changes from credit to audit must be done by the last day to drop a class with a grade of “W”. Refunds for withdrawals from audited courses will be prorated on the same basis as refunds for withdrawals from courses taken for credit.

Recording of Grades

Grades are recorded in the Office of the Registrar as reported by the faculty at the end of each term. No grade filed in that office may be changed except on a written statement from the instructor certifying that an error has been made, or in the case of an incomplete, that the work was completed within the time limit. All conditions must be removed before the student will be recommended for any certificate or degree.

39. Grades

Candidates for graduate degrees and/or certificates are required to maintain a combined average grade of B (3.0 grade point average) in all course work. Grades lower than a C may not be used in meeting degree or non-degree requirements. Graduate students must maintain a 3.0 cumulative GPA in all courses taken as a graduate student (including all transfer courses and undergraduate level courses). Students who fail to meet the 3.0 GPA requirements for the graduate program GPA (courses on approved Form C) and overall cumulative GPA will not be awarded a degree or certificate.

40. Graduate Academic Probation and Dismissal

Graduate students must maintain a 3.0 grade point average (GPA) for all courses taken at WKU and those graduate courses transferred to WKU to fulfill graduate program requirements. Students must maintain a minimum grade point average of 3.0 in both the major and the cumulative (overall) GPA to earn a degree or certificate. If a student's overall GPA falls below 3.0, the student will receive a letter of academic warning informing the student that the GPA is below 3.0. The student will have one additional full-time semester or the equivalent (9 hours) to remove the academic probation by attaining a 3.0 cumulative GPA. If the GPA remains below a 3.0 after completing the one semester of full-time course work or the equivalent (9 hours), the student may not register for any additional graduate credit at WKU and will be dismissed from the graduate program. Students placed on academic probation are not eligible for graduate assistantship appointments.

Any student failing to obtain the required 3.0 GPA after the probationary period who wishes to be readmitted to Graduate Studies must submit a written academic plan detailing how the required GPA can be obtained. The request for readmission must have the support of the graduate faculty in the academic program before being reviewed/considered in Graduate Studies. This request for readmission must be submitted with a new application following the semester of academic probation. Each case will be reviewed by the Dean of Graduate Studies and Research for a determination regarding readmission to the desired academic program. If they are accepted for readmission to the program, readmitted students will have one full-time semester or the equivalent (9 hours) to remove the academic probation by attaining a 3.0 cumulative GPA. Please note that each program reserves the right to apply more restrictive requirements to graduate students regarding probation and dismissal.

41.

42. Dismissal

Graduate students may be dismissed from the program for having failed twice the final comprehensive examination for the master's degree. A graduate student may also be dismissed from the graduate program if the overall GPA, as a graduate student, (including graduate and undergraduate course work) falls below 3.0 as described in the academic probation section above.

Students may also be dismissed from programs for reasons other than failure to maintain a satisfactory grade point average. Expectations regarding student conduct are described in the Western Kentucky University Student Handbook and apply to students in all programs. Additional program-specific policies regarding student conduct and dismissal from a program for non-academic reasons may also apply. Students should contact their advisors for more information regarding expectations for appropriate student conduct.

4. Rationale for proposed policy revision:

The policy as originally approved was never incorporated into the 2005-2007 Graduate Catalog. A request from the Veterans Administration to incorporate a probation and dismissal policy for graduate students was submitted to WKU. The previous policy did not fully address the V.A. request.

5. Impact of proposed policy revision on existing academic or non-academic policies:

This incorporates the existing university policy regarding grades with the needed probation and dismissal policy. The new policy further enhances academic standards already in place for graduate students.

6. Proposed term for implementation: Summer 2007

7. Dates of prior committee approvals:

Graduate Council 2/2/2007

University Senate _____

Proposal Date: 1/9/2007

**Office of Graduate Studies and Research
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Lisa Murrell, lisa.murrell@wku.edu, 5-2446

- 1. Identification of proposed policy revision:** TOEFL Equivalent of iBT to Computer Based Score
- 2. Catalog statement of existing policy:**

Evidence of ability to communicate in English, (a minimum of 213 on the new TOEFL)
- 3. Catalog statement of proposed policy:**

Evidence of ability to communicate in English: International Students must score a minimum of 213 on the Computer-based TOEFL or a 79 on the iBT TOEFL.
- 4. Rationale for proposed policy revision:**

The TOEFL is being offered in a new format. In order for WKU to accommodate students who take the iBT version we must set a minimum score.
- 5. Impact of proposed policy revision on existing academic or non-academic policies:** N.A.
- 6. Proposed term for implementation:** Contingent upon Provost's approval
- 7. Dates of prior committee approvals:**

Graduate Council _____ 1/11/07 _____

University Senate _____

