

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

REPORT TO THE UNIVERSITY SENATE

DATE: April 2008

FROM: Graduate Studies & Research

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

I. One time Only

COMM 528 Communication in the Non Profit Sector*

II. Suspend a Course

ANTH 430G Kentucky Archaeology

III. Create a Course

ANTH 449G Ethnographic Video Production

HIST 531 A Cultural History of Alcohol

HIST 540 Colonial North America to 1763

HIST 641 Readings in American History

HIST 644 Readings in European History

MATH 507 Mathematics Concepts for Elementary Teachers

CD 518 Advanced Alternative and Augmentative Communication Modalities

IV. Make Multiple Revisions to a Course

ENG 493G Major American Poets

BIOL 400G Plant Physiology

BIOL 562 Advanced Biochemistry

CHEM 562 Advanced Biochemistry

V. Revise a Course Title

CD 507 Dysphasia

CD 510 Seminar in Speech Pathology

V. Revise a Program

114 Master of Science in Communication Disorders

Proposal Date: 18 Feb 2008

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

Contact Person: Darlene Applegate, darlene.applegate@wku.edu, 745-5094

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: Anth 430
- 1.2 Course title: Kentucky Archaeology
- 1.3 Credit hours: 3

2. Rationale for the course suspension: The course was under-enrolled (fewer than 10 undergraduate students) the last two semesters it was offered (Fall 2004, Fall 2002). Due to other teaching and administrative responsibilities, the faculty member can no longer fit the course into her rotation.

3. Effect of course suspension on programs or other departments, if known: Anthropology majors (Ref. 608) in the archaeology concentration must take one area studies course, but the proposed suspension will leave two options (Anth 335 Old World Prehistory, Anth 336 New World Prehistory). The course is one of over two dozen elective options for anthropology minors (Ref. 311). The course is one of seven core course options in the Certificate in Kentucky Studies (Ref. 169).

4. Proposed term for implementation: Fall 2008

5. Dates of prior committee approvals:

Anthropology Program	<u>18 Feb 2008</u>
Dept. of Folk Studies and Anthropology	<u>25 Feb 2008</u>
Potter College Curriculum Committee	<u>6 Mar 2008</u>
Graduate Council	<u>20 Mar 2008</u>
University Senate	<u></u>

Attachment: Course Inventory Form

Proposal Date: 1/31/2008

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

Contact Person: Andrew McMichael Andrew.mcmichael@wku.edu 5-7023

1. Identification of proposed course:

- 1.4 Course prefix (subject area) and number: HIST 531
- 1.5 Course title: A Cultural History of Alcohol
- 1.6 Abbreviated course title: Cultural History of Alcohol
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L C
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: An examination of the role that alcohol plays in historical development among various world cultures over time. Instructor may choose to focus on a specific region and/or time period.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course has already been offered by the history department three times, with great success, but only as an undergraduate course--HIST 341. Grad students already in the program have been asking for us to offer it, and the creation of this course will allow us to meet that demand. At the same time, this course will fit into our new online MA program, which is currently under development. The creation of a graduate level course on the cultural history of alcohol will give us greater flexibility in our offerings of cultural history at the graduate level.

In terms of content, offering this course at the graduate level will allow us to examine many of the same themes but in greater depth than would be possible in an undergraduate course. Graduate students will bring a greater range of knowledge, allowing for a more sophisticated reading and analysis of various sources related to the study of the culture of alcohol. For instance, at the graduate level we can explore the role of women in the production of beer in the Middle Ages, and the transition of brewing from "household work" to industrial brewing. Graduate students will be able to process a greater depth of information including monographs, journals, and primary sources, and be able to work through more sophisticated

analyses.

- 2.2 Projected enrollment in the proposed course: 20
- 2.3 Relationship of the proposed course to courses now offered by the department: At the graduate level we offer HIST 505: Cultural Diversity in American History. Many other courses touch on cultural history in some way, but no other graduate-level course focuses on cultural history. This course will allow us to greatly expand the range of educational options for our graduate students.
- 2.4 Relationship of the proposed course to courses offered in other departments: In Potter the Folk Studies Department offers FLK 560: Cultural Conservation and FLK 570: Appalachian Folklore and Folklife. Elsewhere Counseling and Student Affairs offer CNS 555: Social and Cultural Diversity; Public Health offers PH 467G: Drug Abuse Education.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses of this kind are taught at many different universities and all different levels. Some are focused on alcohol and drug abuse (as in the Graduate Certificate at the University of South Dakota and elsewhere). York University offers annual seminars on Alcohol in the Atlantic World, which focuses on the rum trade
- 2.6 The *Alcohol and Drugs History Society* recognizes dozens of graduate-level courses offered on the subject.

3. Discussion of proposed course:

- 3.1 Course objectives: This course will provide students with the necessary evidence and an interpretive framework in order to acquaint students with a historical perspective on the role of alcohol in various world cultures. Through lectures, seminar-style discussions, and a wide array of primary and secondary texts (including scholarship, films, music, and primary readings) students will analyze the historical role of alcohol in various world cultures, and the ways in which historical events affected and were affected by alcohol.
 - Students will understand the cultural politics of alcohol
 - Students will analyze drinking venues as cultural "space"
 - Students will analyze alcohol and gender roles across cultures
 - Students will analyze the ways in which alcohol played a role in larger historical events
- 3.2 Content outline:
 - Early Alcohol in Ancient Civilizations
 - Alcohol in The Middle Ages
 - Europeans and Early Americans
 - Colonial Americans, North and South
 - American Tavern Culture
 - The Revolutionary Period

- Drinking a lot in Early America
 - The 19th Century, Politics, and Alcohol
 - The 19th Century, the Dry Movement, and Prohibition
 - Prohibition
 - The 20th century
 - The Rise of Craft Brewing
- 3.3 Student expectations and requirements: Graduate students will be expected to engage in critical analysis of the materials. The course evaluation will be based on exams, research, class participation.
- 3.4 Tentative texts and course materials:
- Among the many texts that could be used are:
- Eric Burns, *The Spirits Of America: A Social History of Alcohol*
 - Sharon Salinger, *Taverns and Drinking in Early America*
 - W.J. Rorabaugh, *The Alcoholic Republic*
 - Thomas Pegram, *Battling Demon Rum: The Struggle for a Dry America, 1800-1933*
 - Catherine Murdock, *Domesticating Drink: Women, Men, and Alcohol in America, 1870-1940*
 - Frederick H. Smith. *Caribbean Rum: A Social and Economic History*
 - B. Ann Tlusty, *Bacchus and Civic Order*
 - Wolfgang Shivelbusch, *Tastes of Paradise*
 - Tony Collins and Wray Vamplew, *Mud, Sweat, and Beers*
 - Susanna Barrows & Robin Room (Eds.), *Drinking: Behavior and Belief in Modern History*
 - Jack S.Blocker, *American Temperance Movements: Cycles of Reform*
 - Joseph R. Gusfield, *The Culture of Public Problems: Drinking Driving and the Symbolic Order*
 - Boris M. Segal, *Russian Drinking: Use and Abuse of Alcohol in Pre-Revolutionary Russia*
 - M. Marshall, *Beliefs, Behaviors and Alcoholic Beverages*
 - M. McDonald, *Gender, Drink & Drugs*
 - T. Unwin, *Wine and the Vine*
 - M. Lender & J. Martin, *Drinking in America*
 - Taylor, William B. *Drinking, Homicide, and Rebellion in Colonial Mexican Villages*
 - Thompson, Peter. *Rum Punch and Revolution: Taverngoing and Public Life in Eighteenth-Century Philadelphia*
 - John Burnett, *Liquid Pleasures: a Social History of Drinks in Modern Britain*
 - Mary Douglas, ed., *Constructive Drinking: Perspectives on Drink from Anthropology*
 - Judith M. Bennett, *Ale, Beer and Brewsters in England: Women's Work in a Changing World, 1300–1600*

- Jose C. Curto, *Enslaving Spirits: The Portuguese-Brazilian Alcohol Trade at Luanda and its Hinterland, c.1550–1830*
- Peter Clark, *The English Alehouse: A Social History*
- L. M. Cullen, *The Irish Brandy House of Eighteenth-century France*
- Beat Kumin and B. Ann Tlusty, eds., *The World of the Tavern: Public Houses in Early Modern Europe*
- B. Ann Tlusty, *Bacchus and Civic Order: The Culture of Drink in Early Modern Germany*
- There are dozens of journal articles and primary source materials that can be used as well

4. Resources:

- 4.1 Library resources: No additional resources necessary
 4.2 Computer resources: No additional resources necessary

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing levels
 5.2 Special equipment needed: No additional equipment needed
 5.3 Expendable materials needed: No additional materials needed
 5.4 Laboratory materials needed: No additional materials needed

6. Effective Catalog Year: Fall 2008

7. Dates of prior committee approvals:

History Department/Division:	____2/22/08____
Potter College Curriculum Committee	____3/6/08____
Graduate Council	____3/20/08____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 1/31/2008

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

Contact Person: Andrew McMichael andrew.mcmichael@wku.edu 5-7023

1. Identification of proposed course:

- 1.7 Course prefix (subject area) and number: HIST 540
- 1.8 Course title: Colonial North America to 1763
- 1.9 Abbreviated course title: Colonial North America to 1763
- 1.10 Credit hours and contact hours: 3
- 1.11 Type of course: Lecture
- 1.12 Prerequisites/corequisites: None
- 1.13 Course catalog listing: The background, founding, and development of the North American colonies, emphasizing political, social, cultural, and economic institutions.

2. Rationale:

- 2.7 Reason for developing the proposed course: This course is currently offered as a “G” section of HIST 440, meaning that it must be offered concurrently with HIST 440. Separating this from its “G” component will give the department greater flexibility to offer this course only to graduate students, as well as allow us to offer the course as a graduate-only online course from time to time. Many of our graduate students have asked for us to offer this as a stand-alone course. This will allow us to greatly strengthen our graduate program. Further, many of our graduate students go on to apply to Ph.D. programs in history. An overabundance of undergraduate/G courses can weaken an application. Therefore, making this course a graduate level course independent of the “G” designation will make our students more competitive in their applications to doctoral programs.
- 2.8 Projected enrollment in the proposed course: 20
- 2.9 Relationship of the proposed course to courses now offered by the department: It is related to HIST 440/G, the “G” of which will eventually be dropped.
- 2.10 Relationship of the proposed course to courses offered in other departments: None
- 2.11 Relationship of the proposed course to courses offered in other institutions: Almost every institution with graduate history programs offer Colonial American history. The list is exhaustive.

3. Discussion of proposed course:

- 3.5 Course objectives: Students will have a better understanding of the following: factors leading to European, African, and Native American contact in the 1300s; the impetus for European overseas exploration; comparative methods of settlement; settlement in different North American colonies; relations between Europeans and Native Americans; the development of slavery in the Americas; the maturing colonial economy; developments through the mid-17th century.
- 3.6 Content outline:
- Introductions & The Americas Before Columbus
 - Europeans, Exploration, and the New World
 - Mapping the Empires
 - The Spanish
 - The French and Dutch
 - The British Settle In
 - New England
 - The Southern Colonies
 - Slavery Takes Hold
 - Upheaval & Deviance
 - Transitions—Becoming American
 - The British-American Family
 - Native Americans
 - Redefining “British” Rights
 - Toward Revolution
- 3.7 Student expectations and requirements:
- Students will be expected to complete weekly readings, engage in class discussion, and complete assessments that could include, but are not limited to, written examinations, research papers, in-class presentations or teaching, or leading discussion.
- 3.8 Tentative texts and course materials:
- Materials vary as new articles and monographs change our understanding of the colonial Americas, but past classes have included the following readings: Salisbury, “The Indians’ Old World: Native Americans and the Coming of Europeans”; Townsend, “Burying the White Gods: New Perspectives on the Conquest of Mexico”; Tyner, “Interactions of Culture and Cartography,” Schmidt, “Mapping an Empire: Cartographic and Colonial Rivalry in Seventeenth-Century Dutch and English North America”; Landers, “Gracia Real de Santa Teresa de Mose: A Free Black Town in Spanish Colonial Florida,” Norton, “Conquests of Chocolate”; Turgeon, “French Fishers, Fur Traders, and Amerindians during the Sixteenth Century: History and Archaeology”; Rediker, “‘Under the Banner of King Death’: The

Social World of Anglo-American Pirates, 1716 to 1726"; Foster, "Deficient Husbands: Manhood, Sexual Incapacity, and Male Marital Sexuality in Seventeenth-Century New England"; Ch. 2 "Cross-Cultural Sex in Native North Carolina" and Ch.3 "The Sexual Regulation of Servant Women and Subcultures of Resistance," in Fischer, *Suspect Relations*; "Searchers Again Assembled" and Ch. 4 "Communities of Men, Communities of Women," from Mary Beth Norton, *Founding Mothers and Fathers*; Waldstreicher, "Reading the Runaways: Self-Fashioning, Print Culture, and Confidence in Slavery in the Eighteenth-Century Mid-Atlantic," Gomez, "Muslims in early America"; Murrin, "'Things Fearful to Name': Bestiality in Early America," Godbeer, "'The Cry of Sodom': Discourse, Intercourse, and Desire in Colonial New England"; Breen, "'Baubles of Britain': The American and Consumer Revolutions of the Eighteenth Century," Steckel, "Nutritional Status in the Colonial American Economy"; Carr and Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland," Treckel, "Breastfeeding and Maternal Sexuality in Colonial America," Klepp, "Revolutionary Bodies: Women and the Fertility Transition in the Mid- Atlantic Region, 1760-1820"; Shoemaker, "How Indians Got to be Red," Bragdon, "Gender as a Social Category in Native Southern New England"; Way, "Rebellion of the Regulars: Working Soldiers and the Mutiny of 1763-1764"; O'Shaughnessy, "The Stamp Act Crisis in the British Caribbean," Lemisch, "Jack Tar in the Streets: Merchant Seamen in the Politics of Revolutionary America," Vickers, "Beyond Jack Tar."

4. Resources:

- 4.3 Library resources: current resources are adequate
- 4.4 Computer resources: current resources are adequate

5. Budget implications:

- 5.5 Proposed method of staffing: current resources are adequate
- 5.6 Special equipment needed: current resources are adequate
- 5.7 Expendable materials needed: current resources are adequate
- 5.8 Laboratory materials needed: current resources are adequate

6. Effective Catalog Year: Fall 2008

7. Dates of prior committee approvals:

History Department/Division:	_____2/22/08_____
Potter College Curriculum Committee	_____3/6/08_____
Graduate Council	_____3/20/08_____

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 2/1/2008

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

Contact Person: Andrew McMichael Andrew.mcmichael@wku.edu 5-7023

1. Identification of proposed course:

- 1.14 Course prefix (subject area) and number: HIST 641
- 1.15 Course title: Readings in American History
- 1.16 Abbreviated course title: Rdgs American History
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L S
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: A broad survey of readings designed to acquaint students with current historiographical trends, and place those trends in the context of the field. May cover various time periods. May be repeated once for credit with permission of instructor.

2. Rationale:

- 2.12 Reason for developing the proposed course: This course was offered as a one-time only course in the spring of 2002 with great success. It provides a general introduction to the major themes in American history and helps prepare the students for more specialized topics in other graduate courses. It can also serve as a “refresher” course for teachers coming back to WKU for continuing education and professional development. As a generalized course, student will be able to explore a broader range of themes, giving them context in which to place their other courses. It will also become a foundation part of our online MA program. Offered online, this readings course will lend itself especially well to online discussion topics and debate.
- 2.13 Projected enrollment in the proposed course: 20
- 2.14 Relationship of the proposed course to courses now offered by the department: We do not currently offer a generalized readings class at either the graduate or undergraduate level.
- 2.15 Relationship of the proposed course to courses offered in other departments: Across campus there is: CNS 651: Readings in Contemporary Counseling; EDAD 596: Readings in Education; PSY 590: Readings of Research in Psychology; PSY 490G: Research, Readings, or

Special Projects in Psychology; SWRK 698: Selected Readings in Social Work; MATH 500: Readings in Mathematics; PHIL 501: Readings in Philosophy; PHIL 401G Readings in Philosophy

- 2.16 Relationship of the proposed course to courses offered in other institutions: A “Readings” course is standard in History graduate studies programs—most programs have more than one. Nearly every university has one. At Rutgers: HIST 548: Readings in American History; The University of Kentucky: HIST 631: Readings in American History; The Ohio State University has more than a half dozen “Readings in American History” courses, from the general to the specific; at Princeton the “Readings in American History courses occupy HIS 587 (Early American History), 588 (1815-1877), 589 (1877-1918), and 590 (1914-present). A full listing would likely contain nearly every graduate institution in the U.S. This is a standard course.

3. Discussion of proposed course:

- 3.9 Course objectives:
- To acquaint graduate students with new developments in the field of American history
 - To acquaint student with classic readings in the field of American history
 - Students will gain an understanding of the current trends in American History through an examination of journals, essays, and monograph readings
 - Students will be able to synthesize the modern trends with classic works
 - Students will be able to evaluate current trends within a broader historiographic context
 - If they are MA students looking to move on to doctorate programs, students will be able to synthesize evaluate the readings from this class in the context of their other graduate studies in history
 - If they are returning teachers, students will be able to synthesize and then evaluate the readings in the context of their teaching.
- 3.10 Content outline: Including but not limited to:
- Trends in Colonial America (“What is America,” “Who makes up its early peoples,” “Encounters and Transformations,” “Who ‘Discovered’ America,” “The ‘Columbian Exchange’,” “Jamestown and Early Virginia,” “What is Colonial American History”)
 - Trends in the American Revolution (“Causes of the American Revolution,” “Who Won?” “Role of Women, Slaves, Native Americans,” “The Economy,” “What Battles were Important”)
 - Early America (“Reform and Change,” “Growing Sectionalism,” “Industrialization,” “Religious America”)
 - The Civil War (“Causes,” “The Homefront,” “Battles and Leaders,” “Slavery,”
 - Reconstruction and the Gilded Age (“Civil Rights,” Monopolies,”

“Overseas Expansion and Imperialism”)
--The Progressive Era (“Trust Busting,” “Reform,” “Roosevelt and Expansion,” World War I”)
--The Interwar Period (“The Roaring 1920s,” “The Great Depression,” “Radio and the Movies”)
--World War II (“Battles,” “The Homefront,” “Internment”)
--Post War (“Civil Rights,” “Rights Movements,” “The 1960s,” “Nixon and Watergate,” The Reagan Years”)

3.11 Student expectations and requirements: Graduate students will be expected to engage in critical analysis of the materials. The course evaluation will be based on an analysis of the readings, exams, and class participation.

3.12 Tentative texts and course materials:
Because this course is designed to acquaint students with both the current trends as well as classic works, the course materials will change from semester to semester.

4. Resources:

4.5 Library resources: Adequate
4.6 Computer resources: Adequate

5. Budget implications:

5.9 Proposed method of staffing: Current staffing levels are adequate
5.10 Special equipment needed: Current equipment is adequate
5.11 Expendable materials needed: None needed
5.12 Laboratory materials needed: None needed

6. Effective Catalog Year: Fall 2008

7. Dates of prior committee approvals:

History Department/Division: _____2/22/08_____

Potter College Curriculum Committee _____3/6/08_____

Graduate Council _____3/20/08_____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 2/7/2008

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

Contact Person: Robert Dietle robert.dietle@wku.edu 745-5731

1. Identification of proposed course:

- 1.17 Course prefix (subject area) and number: HIST 644
- 1.18 Course title: Readings in European History
- 1.19 Abbreviated course title: Rdgs European History
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L S
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: A broad survey of readings designed to acquaint students with current trends in European historiography. May cover various time periods. May be repeated one time for credit with permission of instructor.

2. Rationale:

- 2.17 Reason for developing the proposed course: A recent program review suggested that graduate students in History need to improve their ability to identify and discuss the major historians and interpretive frameworks relevant to their chosen areas of concentration. As a result of that review, this course was offered as a one-time only offering in the spring of 2002. Student response suggests that this course will help our graduate students gain a better grasp of major themes and approaches in European history. This course can also provide needed background for teachers coming back to WKU for continuing education and professional development. As a generalized course, student will be able to explore a broader range of themes, giving them context in which to place their other courses. This course will also be offered as part of our online MA program, especially since its focus on discussion will work well in the online format.
- 2.18 Projected enrollment in the proposed course: 15
- 2.19 Relationship of the proposed course to courses now offered by the department: We do not currently offer a generalized readings class in European history at either the graduate or undergraduate level.
- 2.20 Relationship of the proposed course to courses offered in other departments: Across campus other disciplines offer similar courses: CNS 651: Readings in Contemporary Counseling; EDAD 596: Readings in

Education; PSY 590: Readings of Research in Psychology; PSY 490G: Research, Readings, or Special Projects in Psychology; SWRK 698: Selected Readings in Social Work; MATH 500: Readings in Mathematics; PHIL 501: Readings in Philosophy; PHIL 401G Readings in Philosophy

- 2.21** Relationship of the proposed course to courses offered in other institutions: A “Readings” course is standard in History graduate studies programs. At Rutgers: HIST 510: Problems and Directed Readings in Modern European History; Emory University offers HIST 597R: Directed Readings in History. The University of Kentucky: HIST 622: Readings in European History; the University of Chicago offers HIST 900: Reading and Research in History.

3. Discussion of proposed course:

3.13 Course objectives:

- To acquaint graduate students with new developments in the field of European history
- To acquaint student with classic readings in the field of European history
- To provide students will a greater understanding of the current trends in European History through greater familiarity with important journals, essays, and monographs
- To enable students to evaluate current trends within current historiography
- To provide those students planning to enter doctorate programs with crucial background for their continuing education
- Provide returning teachers with an opportunity to explore current historiography and consider how they can integrate it into their own classroom teaching.

3.14 Content outline: Possible topics to be explored in this course include

- Changing interpretations of Greco-Roman religion; the rise of Christianity; the transition from late antiquity to early medieval Europe; the Crusades; Family, gender and sexuality in ancient/medieval/modern Europe; the Scientific Revolution; the eighteenth-century Enlightenment; popular religion and the Reformation; popular culture in European history; the French Revolution; the Russian Revolution; the rise of National Socialism; the Industrial Revolution; Military history.
- Relation of history to other fields of study such as archeology, anthropology, and philosophy.

3.15 Student expectations and requirements: Graduate students will be expected to engage in critical analysis of the materials. The course evaluation will be based on an analysis of the readings, exams, and class participation.

3.16 Tentative texts and course materials:

A useful text will be Michael Bentley (ed.), *Companion to Historiography* (London and New York: Routledge, 1997). The bulk of the course assignments will change from semester to semester depending upon the instructor’s choice of specific periods and topics for intensive study.

4. Resources:

- 4.7 Library resources: Adequate
- 4.8 Computer resources: Adequate

5. Budget implications:

- 5.13 Proposed method of staffing: Current staffing levels are adequate
- 5.14 Special equipment needed: Current equipment is adequate
- 5.15 Expendable materials needed: None needed
- 5.16 Laboratory materials needed: None needed

6. Effective Catalog Year: Fall 2008

7. Dates of prior committee approvals:

History Department/Division:	<u>2/22/2008</u>
Potter College Curriculum Committee	<u>3/6/2008</u>
Graduate Council	<u>3/20/2008</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 10/26/07

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

Contact Person: Wanda Weidemann, wanda.weidemann@wku.edu, 270-745-6211

1. Identification of proposed course:

- 1.20 Course prefix (subject area) and number: MATH 507
- 1.21 Course title: Mathematics Concepts For Elementary Teachers
- 1.22 Abbreviated course title: Math Concepts For Elem Teacher
- 1.4 Credit hours and contact hours: 3 hours
- 1.5 Type of course: L-Lecture
- 1.6 Prerequisites: MATH 211 and MATH 212; or permission of instructor.
- 1.7 Course catalog listing:
Course intended for graduate students in Elementary Education only.
Focuses on mathematics and strategies to effectively teach Kentucky
Mathematics Core Content in grades K-5.

2. Rationale:

- 2.22 Reason for developing the proposed course:
The Mathematical Education of Teachers (Conference Board of
Mathematical Science, 2001, p. 55) draws attention to the fact that
“Teaching elementary mathematics requires both considerable
mathematical knowledge and a wide range of pedagogical skills. For
example, teachers must have the patience to listen for, as well as the
ability to hear, the sense—the logic—in children’s mathematical ideas.”
However, the authors point out, “It is by now widely acknowledged that
many practicing teachers are not adequately prepared by the mathematics
instruction they received to meet these challenges.”

Many elementary teachers lack the content knowledge and confidence to teach mathematics well. One local school district contracted for an audit of mathematics teachers in the district. The audit team commented that “Some elementary teachers do not have adequate mastery of the skills to teach mathematics well.” They stated specifically, “A well trained teacher is key to improving student skill in mathematics.” (Specific reference will not be cited out of respect for the school district and because this problem reflects the condition of mathematics education in many school districts.)

The two undergraduate mathematics courses taken by future elementary teachers are often insufficient to change poor mathematics attitudes and

mathematics anxiety exhibited by many such teachers. Also, many undergraduate elementary education majors fail to see the importance of reason the mathematics taught in these undergraduate courses until they have graduated and begun their own teaching careers. Math 507 will focus specifically on the content required (and tested of students) in grades K-5, with special emphasis on conceptual understanding and hands-on learning rather than just procedural and memorization techniques. The course is intended to improve mathematics teaching in grades K-5.

- 2.23 Projected enrollment in the proposed course: 20-30 students in alternate summers based on the number of students who took the course when it was offered on a one-time-only basis
- 2.24 Relationship of the proposed course to courses now offered by the department: The proposed course will build on and extend content from MATH 211 and MATH 212, Mathematics for Elementary Teachers I and II. These are required mathematics courses for undergraduate elementary education majors.
- 2.25 Relationship of the proposed course to courses offered in other departments: This course will be a required course in a proposed Master's degree program for elementary educators offered through the College of Education.
- 2.26 Relationship of the proposed course to courses offered in other institutions: Courses specifically designed to help students teach the Kentucky Mathematics Core Content, K-5 will not exist outside Kentucky. A search of programs at universities within Kentucky revealed mathematics-related courses taught in education departments at the University of Kentucky (UK), University of Louisville (UL), and Northern Kentucky University (NKU). EDC 670 at UK and EDTP 604 at UL are methodology courses. EDG 699 and EDU 599 at NKU seem to be courses that integrate mathematics and science.

3. Discussion of proposed course:

- 3.17 Course objectives:
 - Students will increase content knowledge required to teach mathematics in grades K-5 effectively.
 - Students will demonstrate sufficient mathematical knowledge to determine the validity of reasoning and of non-traditional problem-solving methods used by elementary school students.
 - Students will exhibit improved attitudes and increased confidence for teaching elementary school mathematics.
- 3.18 Content outline: number, geometry, measurement, algebraic thinking, probability, and data analysis relevant to elementary teaching
- 3.19 Student expectations and requirements: Pencil/paper tests, classroom presentations, Internet research, cooperative and individual assignments and projects

- 3.20 Tentative texts and course materials: At least initially, there will be no official text for the course. Materials and assignments will come from a variety of sources. This allows the instructor to tailor the course to meet Kentucky standards.

4. Resources:

- 4.9 Library resources:

Teaching Children Mathematics, a journal of the National Council of Teachers of Mathematics

Mathematics Teaching in the Middle Grades, a journal of the National Council of Teachers of Mathematics

Anderson, N.C., Gavin, M. K., Dailey, J., Stone, W., and Vuolo, J. (2004). *Navigating through Measurement in Grades 3-5*. . Reston: VA: National Council of Teachers of Mathematics.

Cavanagh, M., Dacey, L, Findell, C. R., Greenes, C. E., Sheffield, L, J., and Small, M. (2004). *Navigating through Number and Operations in Prekindergarten-Grade 2*. . Reston: VA: National Council of Teachers of Mathematics.

Chapin, S., Koziol, A., MacPherson, J., & Rezba, C. (2002). *Navigating through Data Analysis and Probability in Grades 3-5*. . Reston: VA: National Council of Teachers of Mathematics.

Dacey, L., Cavanagh, M., Findell, C. R., Greenes, C. E., Sheffield, L, J., and Small, M. (2003). *Navigating through Measurement in Prekindergarten-Grade 2*. . Reston: VA: National Council of Teachers of Mathematics.

Cuevas, G. J. & Yeatts, K. (2001). *Navigating through Algebra in Grades 3-5*. . Reston: VA: National Council of Teachers of Mathematics.

Findell, C.R., Small, M., Cavanagh, M., Dacey, L., Greenes, C. E., and Sheffield, L. J. (2001). *Navigating through Geometry in Prekindergarten-Grade 2*. . Reston: VA: National Council of Teachers of Mathematics.

Gavin, M. K., Belkin, L. P., Spinelli, A.M. & St. Marie, J. (2001). *Navigating thought Geometry in Grades 3-5*. . Reston: VA: National Council of Teachers of Mathematics.

Greenes, C.E., Cavanagh, M., Dacey, L, Rindell, C. R, & Small, M. (2001). *Navigating through Algebra in Prekindergarten-Grade 2*. Reston: VA: National Council of Teachers of Mathematics.

National Council of Teachers of Mathematics. (2007). *Navigating through Number and Operations in Grades 3-5*. . Reston: VA: National Council of Teachers of Mathematics.

Sheffield, L. J., Cavanagh, M., Darcy, L., Findell, C. R., Greenes, C. E. & Small, M. (2002). *Navigating through Data Analysis and Probability in Prekindergarten-Grade 2*. . Reston: VA: National Council of Teachers of Mathematics.

Van de Walle, J. (2007). *Elementary and Middle School Mathematics*. 6th edition. Boston, MA: Allyn & Bacon.

4.10 Computer resources: Access to Internet

5. Budget implications:

- 5.17 Proposed method of staffing: Existing faculty
- 5.18 Special equipment needed: None
- 5.19 Expendable materials needed: Same as for other courses (paper, transparencies, etc.)
- 5.20 Laboratory materials needed: None

6. Proposed term for implementation: Summer, 2008

7. Dates of prior committee approvals:

Department of Mathematics:	<u>10/26/07</u>
OCSE Graduate Committee	<u>11/02/07</u>
Professional Education Council	<u>12/12/07</u>
Graduate Council	<u>03-20-08</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: October 1, 2007

**College of Health and Human Services
Department of Communication Disorders
Proposal to Create a New Course
(Action Item)**

Contact Person: Lauren Bland, lauren.bland@wku.edu, 5-8860

1. Identification of proposed course:

- 1.1 Course Prefix: CD 518
- 1.2 Course title: Advanced Alternative and Augmentative Communication Modalities
- 1.3 Abbreviated course title: Adv. AAC
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: instructor permission required
- 1.7 Course catalog listing: Surveys terminology and service delivery for alternative and augmentative communication; specifies the rationale for high or low tech device selection based on client needs

2. Rationale:

- 2.1 Reason for developing the proposed course: To align the graduate curriculum in Communication Disorders with current certification standards
- 2.2 Projected enrollment in the proposed course: 25 students are typically admitted per cohort; each cohort would need to enroll in the course
- 2.3 Relationship of the proposed course to courses now offered by the department: No other similar course is offered at the graduate level. The undergraduate course focuses primarily on the augmentative needs of young children seen by undergraduate students in their practicum. CD 620 is targeted for the post-graduate student with a specific interest in augmentative communication needs of children with an diagnosis along the autism spectrum. This course will address a wider variety of augmentative devices and processes across the lifespan.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other course like this is offered. The Exceptional Education Department offers two courses, EXED 419G and EXED 620, that cover some of this information but not to extent that is needed by a speech-language pathologist to provide services to clients across the lifespan.
- 2.5 Relationship of the proposed course to courses offered in other institutions: University of Louisville, CMDS 696 (Alternative and Augmentative Communication); University of Kentucky CD 621 (Alternative and Augmentative Communication); Eastern Kentucky University SED 520 Augmentative and Alternative Communication

3. Discussion of proposed course:

3.1 Course Objectives:

Upon completion of the course, students will:

1. Demonstrate knowledge of the nature (including etiology and background) of communication modalities including oral, manual, augmentative, and alternative communication techniques and assistive technologies.
2. Demonstrate entry level skill in the delivery of assessment and intervention services to clients in need of augmentative or alternative communication (AAC)

3.2 Content outline:

Background and legislation

- Specify the historical development of AAC
- Specify pertinent federal legislation

Causes

- Specify the causes leading to an individual's use of AAC
- Specify where in an evaluation these causes are addressed

Evaluation

- Describe the components of an AAC evaluation
- Describe the intent and purpose of AAC evaluation protocols

Remediation

- Explain, compare and contrast unaided and aided approaches
- Explain, compare and contrast low and high technology utilization
- Know and present intervention approaches using AAC
- Present a curriculum based integrated therapy session using AAC

3.3 Student expectations and requirements:

Exams, projects, demonstrations, research papers

3.4 Tentative texts and course materials:

Lloyd, L., Fuller D., Arvidson, H., (1997) Augmentative and alternative communication, A handbook of principles and practices. Allyn & Bacon.

Rosenbery-McKibbin, C. and M. N. Hedge, (2006) An advanced review of speech-language pathology., 2nd edition

4. Resources:

4.1 Library resources: adequate

4.2 Computer resources: adequate

5. Budget implications:

5.1 Proposed method of staffing: current faculty will teach the course

- 5.2 Special equipment needed: No additional equipment is needed.
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2008

7. Dates of prior committee approvals:

Communication Disorders Department 10/19/07

CHHS Graduate Curriculum Committee 11/19/07

Professional Education Council 2/13/2008

WKU Graduate Council 3/20/08

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 12 November 2007

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

Contact Person: Tom C. Hunley tom.hunley@wku.edu x5769

1. Identification of course:

- 1.23 Current course prefix (subject area) and number: ENG 493G
- 1.24 Course title: Major American Poets
- 1.25 Credit hours: 03

2. Revise course title:

- 2.1 Current course title: Major American Poets
- 2.2 Proposed course title: American Poetry
- 2.3 Proposed abbreviated title: American Poetry
- 2.4 Rationale for revision of course title: It allows greater flexibility in subject matter and a broadening of the scope of the course.

3. Revise course number:

- 3.1 Current course number: N/A
- 3.2 Proposed course number: N/A
- 3.3 Rationale for revision of course number: N/A

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: N/A (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

5. Revise course catalog listing:

- 5.1 Current course catalog listing: The course is a careful study of the major poems, the styles, and the poetic intent of the most important American poets from Poe to the present.

- 5.2 Proposed course catalog listing: The course examines, in addition to major writers, selected major movements and schools in American poetry, paying special attention to influences, techniques, and styles.
- 5.3 Rationale for revision of course catalog listing: It allows for greater flexibility in subject matter and a broadening of the scope of the course.
- 6. Revise course credit hours:**
- 6.1 Current course credit hours: N/A
- 6.2 Proposed course credit hours: N/A
- 6.3 Rationale for revision of course credit hours: N/A
- 7. Proposed term for implementation:** Fall 2008
- 8. Dates of prior committee approvals:**
- | | |
|---------------------------|------------------|
| English Department: | ____1/25/08_____ |
| PCAL Curriculum Committee | ____2/07/08_____ |
| Graduate Council | ____3/20/08_____ |
| University Senate | _____ |
- Attachment: Course Inventory Form**

Proposal Date: 11/27/07

**Ogden College of Science and Engineering
Department of Biology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Sigrid Jacobshagen, Sigrid.jacobshagen@wku.edu, 5-5994

1. Identification of course:

- 1.26 Current course prefix (subject area) and number: BIOL 400G
- 1.27 Course title: Plant Physiology
- 1.28 Credit hours: 3

2. Revise course catalog listing:

- 2.1 Current course catalog listing:
A study of the function of plant systems. Lecture, two hours; laboratory, two hours.
- 2.2 Proposed course catalog listing:
A study of the general principles by which plants function. Three areas discussed are transport and translocation of water and solutes, metabolism with special emphasis on photosynthesis, and plant growth and development.
- 2.3 Rationale for revision of course catalog listing:
The new catalog listing allows students to better understand what the course subject.

3. Revise course credit hours:

- 3.1 Current course credit hours: 3
- 3.2 Proposed course credit hours: 4
- 3.3 Rationale for revision of course credit hours:
The course currently consists of a two-credit-hour lecture and one-credit-hour lab component. The lecture component of the course needs to be increased to a three-credit-hour portion in order to cover the subject appropriately. A student having "Plant Physiology" as a course on his or her transcript is expected to have gained an overview of the entire field of plant physiology. This is possible only with a three-credit-hour lecture component.

4. Proposed term for implementation:

Spring 2009

5. Dates of prior committee approvals:

Biology Department: _____01/24/08_____

Ogden College of Science and Engineering
Graduate Curriculum Committee: _____02/01/08_____

Graduate Council: _____03/20/08_____

University Senate: _____

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Biology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Sigrid Jacobshagen, Sigrid.jacobshagen@wku.edu, 5-5994

1. Identification of course:

- 1.29 Current course prefix (subject area) and number: BIOL 562
- 1.30 Course title: Advanced Biochemistry
- 1.31 Credit hours: 4

2. Revise course catalog listing:

- 2.1 Current course catalog listing:
Survey of metabolic processes relevant to biochemistry and the biological sciences. Topics include bioenergetics, nucleic acid metabolism, protein synthesis and metabolic regulation. Lecture and lab. (fall of even years)
- 2.2 Proposed course catalog listing:
Survey of biochemical research areas where significant advances have been made in recent years. Textbook readings, review articles and current research papers will be incorporated into lectures and discussions. Lecture, three hours.
- 2.3 Rationale for revision of course catalog listing:
The new catalog listing better describes the graduate-level nature of the course. It also incorporates the change in credit hour requested below.

3. Revise course credit hours:

- 3.1 Current course credit hours: 4
- 3.2 Proposed course credit hours: 3
- 3.3 Rationale for revision of course credit hours:
The course currently consists of a three-credit-hour lecture and one-credit-hour lab component. However, BIOL447G is an already existing course for students interested in basic laboratory techniques used in biochemistry. In addition, since it is not possible to teach biochemical laboratory techniques within the two-hour time slot provided each week, the lab component of Advanced Biochemistry has been taught as an open lab with students working on small independent projects. The experience students gain from this set-up is therefore similar to what

they learn from their thesis or non-thesis research. As a consequence, students will be better served spending their time directly on their graduate research and the lab component should be dropped for this course.

4. Proposed term for implementation:

Fall 2008

5. Dates of prior committee approvals:

Biology Department: _____01/24/08_____

Ogden College of Science and Engineering
Graduate Curriculum Committee: _____02/01/08_____

Graduate Council: _____03/20/08_____

University Senate: _____

Attachment: Course Inventory Form

Ogden College of Science and Engineering
Department of Chemistry
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Sigrid Jacobshagen, Sigrid.jacobshagen@wku.edu, 5-5994

1. Identification of course:

- 1.32 Current course prefix (subject area) and number: CHEM 562
- 1.33 Course title: Advanced Biochemistry
- 1.34 Credit hours: 4

2. Revise course catalog listing:

- 2.1 Current course catalog listing:
Survey of metabolic processes relevant to biochemistry and the biological sciences. Topics include bioenergetics, nucleic acid metabolism, protein synthesis and metabolic regulation. Lecture and lab. (fall of even years)
- 2.2 Proposed course catalog listing:
Survey of biochemical research areas where significant advances have been made in recent years. Textbook readings, review articles and current research papers will be incorporated into lectures and discussions. Lecture, three hours.
- 2.3 Rationale for revision of course catalog listing:
The new catalog listing better describes the graduate-level nature of the course. It also incorporates the change in credit hour requested below.

3. Revise course credit hours:

- 3.1 Current course credit hours: 4
- 3.2 Proposed course credit hours: 3
- 3.3 Rationale for revision of course credit hours:
The course currently consists of a three-credit-hour lecture and one-credit-hour lab component. However, BIOL447G is an already existing course for students interested in basic laboratory techniques used in biochemistry. In addition, since it is not possible to teach biochemical laboratory techniques within the two-hour time slot provided each week, the lab component of Advanced Biochemistry has been taught as an

open lab with students working on small independent projects. The experience students gain from this set-up is therefore similar to what they learn from their thesis or non-thesis research. As a consequence, students will be better served spending their time directly on their graduate research and the lab component should be dropped for this course.

4. Proposed term for implementation:

Fall 2008

5. Dates of prior committee approvals:

Chemistry Department: _____01/22/08_____

Ogden College of Science and Engineering
Graduate Curriculum Committee: _____02/01/08_____

Graduate Council: _____03/20/08_____

University Senate: _____

Attachment: Course Inventory Form

Proposal Date: October 1, 2007

**College of Health and Human Services
Department of Communication Disorders
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Lauren Bland, lauren.bland@wku.edu, 5-8860

- 1. Identification of course:**
 - 1.35 Current course prefix (subject area) and number: CD 507
 - 1.36 Current course title: Dysphasia
 - 1.37 Credit hours: 3
- 2. Proposed course title:** Aphasia
- 3. Proposed abbreviated course title:** Aphasia
- 4. Rationale for the revision of course title:** reflects current professional terminology; reduces confusion with CD 514 (Dysphagia)
- 5. Proposed term for implementation:** Fall 2008
- 6. Dates of prior committee approvals:**

Communication Disorders Department	<u>10/19/07</u>
CHHS Graduate Curriculum Committee	<u>11/19/07</u>
Professional Education Council	<u>2/13/2008</u>
Graduate Council	<u>3/20/08</u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: October 1, 2007

**College of Health and Human Services
Department of Communication Disorders
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Lauren Bland, lauren.bland@wku.edu, 5-8860

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: CD 510
 - 1.2 Current course title: Seminar in Speech Pathology
 - 1.3 Credit hours: 3
- 2. Proposed course title:** Seminar in Professional Issues
- 3. Proposed abbreviated course title:** Professional Issues
- 4. Rationale for the revision of course title:** More clearly defines the topic and content for the course
- 5. Proposed term for implementation:** Fall 2008
- 6. Dates of prior committee approvals:**

Communication Disorders Department	<u>10/19/07</u>
CHHS Graduate Curriculum Committee	<u>11/19/07</u>
Professional Education Council	<u>2/13/2008</u>
Graduate Council	<u>3/20/08</u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: October 1, 2007

**College of Health & Human Services
Department of Communication Disorders
Proposal to Revise a Program
(Action Item)**

Contact Person: Lauren Bland, lauren.bland@wku.edu, X58860

1. Identification of program:

- 1.1 Current program reference number: Master of Science in Communication Disorders, Ref. # 114
- 1.2 Current program title: Communication Disorders
- 1.3 Credit hours: 49 hours

2. Identification of the proposed program changes: The proposal is to delete the course, Orofacial Anomalies from the core courses. Added to the core courses will be Adv. Alternative and Augmentative Communication.

3. Detailed program description:

<u>Current Curriculum</u>	<u>Credits</u>	<u>Proposed Curriculum</u>	<u>Credits</u>
CD 500 Research Methods	3	CD 500 Research Methods	3
CD 502 Motor Speech Disorders	3	CD 502 Motor Speech Disorders	3
CD 503 Advanced Diagnostics	3	CD 503 Advanced Diagnostics	3
CD 504 Seminar in Language	3	CD 504 Seminar in Language	3
<i>CD 505 Orofacial Anomalies</i>	3	CD 506 Dysfluency	3
CD 506 Dysfluency	3	CD 507 Aphasia	3
<i>CD 507 Dysphasia</i>	3	CD 508 Voice Disorders	3
CD 508 Voice Disorders	3	CD 509 Speech Science	3
CD 509 Speech Science	3	CD 510 Seminar in Professional Issues	3
<i>CD 510 Seminar in Speech Pathology</i>	3	CD 511 Neurology	3
CD 511 Neurology	3	CD 514 Dysphagia	3
CD 514 Dysphagia	3	CD 515 Pediatric Audiology	3
CD 515 Pediatric Audiology	3	CD 518 Advanced Alternative and Augmentative Communication Modalities	3
CD 590 Clinical Internship	1	CD 590 Clinical Internship	1
CD 591 Clinical Externship	6	CD 591 Clinical Externship	6
CD 512 Phonology	3	CD 512 Phonology	3
OR		OR	
CD 513 Advanced Neurogenics	<u>3</u>	CD 513 Advanced Neurogenics	<u>3</u>
	49 total		

			49 total
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4. Rationale for the proposed program change:

There are two reasons for this change. First, the incidence of orafacial anolmalies is decreasing. While speech-language pathologists play a critical role when the need arises, the faculty felt that with our expanding scope of practice, this was one area that did not require a semester long course at the graduate level. Second, currently certification standards do not require orofacial competency but they do specify competencies in Communication Modalities that must be demonstrated. For 14 knowledge and skill competencies to be developed, a semester long course in this topic is appropriate. The Department does not wish to delete CD 505 from its offerings. It may someday be offered as an elective for graduate students or as continuing education for professionals.

5. Proposed term for implementation and special provisions: Fall 2008

6. Dates of prior committee approvals:

Department of Communication Disorders 10/12/07

CHHS Curriculum Committee 11/19/07

Professional Education Council 2/13/2008

Graduate Council 3/20/08

University Senate _____

Attachment: Program Inventory Form