

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

REPORT TO THE UNIVERSITY SENATE

DATE: November 2008

FROM: Graduate Studies and 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 (item was voted on and passed at Graduate Council meeting)

ENVE 560 Course title: Investigating and Evaluating Environmental Issues*

II. Revise Course Credit Hours

BA 590 Strategic Business Concepts & Applications

BA 512 Problem Solving and Data Modeling

AGED 471G Organization and Planning in Agricultural Education

III. Revise Course Title

PH 588 Seminar in Public Health

IV. Create New Course

HIST 581 The Rise and Fall of the Confederacy

CNS 710 Leadership in Stress Management

EXED 515 Education of Exceptional Children

CD 496G International Speech Pathology

V. Multiple Revisions to a Course

CD 504 Seminar in Language Disorders

CD 513 Advanced Neurogenetics

CD 515 Pediatric Audiology

VI. Revise a Program

045 MS Technology Management

114 MS Communication Disorders

152 Master of Public Health

095 MS Recreation and Sport Administration

VII. Revise a Certificate

0416 Graduate Certificate in Teaching English to Speakers of Other Languages (TESL)

VIII. Suspend a Program Concentration

057 MBA Economics Concentration (BECO)

057 MBA Finance Concentration (BFIN)

057 MBA Accounting Concentration (BACC)

VIII. Relocation of Program (item was voted on and passed at Graduate Council meeting)

Director of Special Education (DOSE) certification programs*

Proposal Date: August 20, 2009

**College of Education and Behavioral Science
Department of Curriculum and Instruction
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Dr. Terry Wilson, 5-4671, terry.wilson@wku.edu

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: ENVE 560
- 1.2 Course title: Investigating and Evaluating Environmental Issues
- 1.3 Abbreviated course title: Investigating Environ Issues
- 1.4 Credit hours: 3 credit hours
- 1.5 Schedule type: Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: Specifically designed for teachers and other educators, course focuses on the identification and evaluation of specific environmental issues, leading to possible environmental/service action projects by their students, with attention to the potential outcomes of such projects on the physical environment, other humans, and other living things.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: Since the environmental education endorsement for teachers was approved last year as an optional addition to a teacher's professional certificate, the national standards for environmental education have been updated and approved by the National Council for the Accreditation of Teacher Education (NCATE). The new standards put more emphasis on providing teachers with instruction on how to effectively involve students in civic engagement related to the environment.
- 2.2 Relationship of the proposed course to courses offered in other academic units: The Department of Public Health offers PH 560, Environmental Management and Risk Assessment, which is part of the Environmental Health Option. Although this course does look at the relationship between the presence of adverse environmental conditions and their potential impact on human health, it was not developed for teachers. The proposed course focuses on how teachers can guide their students into investigating and evaluating environmental issues, resulting in student projects which deal with local environmental problems. In addition, the proposed course content is correlated with the Kentucky Teacher Standards and the National Environmental Education Standards.

3. Description of proposed course

- 3.1 Course content outline
 - *Community Environmental Inventory* – Identify local, community environmental problems or threats and related community information, including its strengths.
 - *Issue Selection by Students* - Research the issue, narrow and refine its definition. Select an environmental issue for further study from several choices.
 - *Policy & Community Practice Research* - Identify and analyze relevant public and private policies and community practices. Examine who makes policy and how. Understand different perspectives on the issue
 - *Options for Influencing Policy & Practice* - Identify possible project options for affecting change in policy or practice and select one.
 - *Planning & Taking Civic Action* - Develop and implement the plan of action for the class to undertake.

- *Reflecting and Looking Ahead* - Assess the project and the process. Identify any next steps for addressing the problem.

3.2 Tentative texts:

Earth Force (2007). *Community Action and Problem Solving*, Denver: Earth Force.

Hungerford H.R., & R. Litherland, *Investigating and Evaluating Environmental Issues and Actions: Skill Development Program*. Champaign, IL: Stipes Publishing

4. Second offering of a temporary course (not applicable)

- 4.1 Reason for offering this course a second time on a temporary basis:
 4.2 Term course was first offered:
 4.3 Enrollment in first offering:

5. Proposed Term for Implementation: Spring, 2009

6. Dates of prior review/approval:

Department of Curriculum & Instruction	_____8/20/2008_____
CEBS Curriculum Committee	_____9/2/2008_____
CEBS Dean & Professional Education Council	_____9/10/2008_____
Graduate Council	_____10/9/2008_____
Provost	_____

Attachment: Course Inventory Form

Proposal Date: September 9, 2008

**Gordon Ford College of Business
Department of Business Administration
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 5-6581

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BA 590
- 1.2 Course title: Strategic Business Concepts & Applications
- 1.3 Credit hours: 1.5 hours

2. Proposed course credit hours: 3 hours

3. Rationale for the revision of course credit hours:

The course has never operated as a 1.5 credit-hour course. Instead, it has continued to demand that the students meet the objectives of a preexisting 3 credit hour course. We are just acknowledging this fact and wish to return to the original credit-hours for this course.

HISTORY: In 1995 the MBA committee felt like the entire MBA program had to be 30 credit-hours. Therefore, it cut two previously existing courses in half on credit-hours (BA 512 and BA 590). However, since the objectives of the two courses were not cut, the 1995 arrangement was a change in credit-hours only. We no longer need to meet some 30 hour maximum and wish to more honestly describe our courses as reflected in the credit-hours.

4. Proposed term for implementation: Spring 2009

5. Dates of prior committee approvals:

MBA Committee
Gordon Ford
College of Business

_____9/09/08_____

Graduate Council

_____10/9/08_____

University Senate

Attachment: Course Inventory Form

Proposal Date: September 9, 2008

**Gordon Ford College of Business
Department of Business Administration
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 5-6581

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BA 512
- 1.2 Course title: Problem Solving and Data Modeling
- 1.3 Credit hours: 1.5 hours

2. Proposed course credit hours: 3 hours

3. Rationale for the revision of course credit hours:

The course has never operated as a 1.5 credit-hour course. Instead, it has continued to demand that the students meet the objectives of a preexisting 3 credit hour course. We are just acknowledging this fact and wish to return to the original credit-hours for this course.

HISTORY: In 1995 the MBA committee felt like the entire MBA program had to be 30 credit-hours. Therefore, it cut two previously existing courses in half on credit-hours (BA 512 and BA 590). However, since the objectives of the two courses were not cut, the 1995 arrangement was a change in credit-hours only. We no longer need to meet some 30 hour maximum and wish to more honestly describe our courses as reflected in the credit-hours.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

MBA Committee
Gordon Ford
College of Business

_____ 9/09/08 _____

Graduate Council

_____ 10/9/08 _____

University Senate

Attachment: Course Inventory Form

Proposal Date: 7/9/08

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

Contact Person: Jack L. Rudolph, jack.rudolph@wku.edu, 270-745-3151

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: AGED 471G
- 1.2 Course title: Organization and Planning in Agricultural Education
- 1.3 Credit hours: 0.00 or 4.000

2. Proposed course credit hours: 3.00

- 3. Rationale for the revision of course credit hours:** The credit for AGED 471 was changed from "0.00 or 4.00 hours" to 3.00 hours in 2000 because the laboratory portion of the course was dropped. The credit for AGED 471G should have dropped to 3.00 hours at the same time; but due to an oversight the change was never made. Both AGED 471 and AGED 471G should be worth 3.0 credit hours.

4. Proposed term for implementation: Spring 2008

5. Dates of prior committee approvals:

Agriculture Department: _____ 7/9/08 _____

OCSE Graduate Committee: _____ 9/5/08 _____

Graduate Council Committee: _____ 10/9/08 _____

University Senate: _____

Attachment: Course Inventory Form

Proposal Date: 9/12/2008

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

Contact Person: Darlene L. Shearer, darlene.shearer@wku.edu, 5-5868

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PH 588
- 1.2 Current course title: Seminar in Public Health
- 1.3 Credit hours: 3

2. Proposed course title: Public Health Capstone

3. Proposed abbreviated course title: PH Capstone

4. Rationale for the revision of course title:

Better reflects content and experiences in the course as part of the program's culminating experience for students.

5. Proposed term for implementation: Spring 2009

6. Dates of prior committee approvals:

Public Health Department: 9/11/2008

CHHS Graduate Curriculum Committee 9/23/2008

Graduate Council 10/9/08

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 4/10/2008

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

Contact Person: Glenn W. LaFantasie glenn.lafantasie@wku.edu

745-4950

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HIST 581
- 1.2 Course title: The Rise and Fall of the Confederacy
- 1.3 Abbreviated course title: Rise Fall Confederacy
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S (Seminar)
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: An overview of the Confederate States of America. Topics covered will include nationalism, race, politics, religion, and leadership.

2. Rationale:

- 2.1 Reason for developing the proposed course: The recent creation of the Center for the Study of the Civil War in the West emphasizes the interest that students and members of the local community have in the Civil War in general. This course is designed to complement HIST 443G: The Civil War and Reconstruction and HIST 457G: Old South by focusing exclusively on the history of the Confederate States of America. This course will help students gain a better grasp of major themes and approaches in nineteenth-century American history. It will also enable students to explore a broad range of themes within the context of Southern history, thus allowing them to use this knowledge in their other American history courses. The course is reading intensive; the seminar format provides students with the opportunity to analyze and discuss a wide range of subjects dealing with the establishment and the downfall of the Confederacy. The focus of the course will be on student communication, both oral and written.
- 2.2 Projected enrollment in the proposed course: 15. Projected enrollment is based upon graduate enrollment in HIST 443G and HIST 457G as well as interest expressed by students in a course on the Confederacy.
- 2.3 Relationship of the proposed course to courses now offered by the department: We do not currently offer a specific class in Confederate history at either the graduate or undergraduate level; the History Department does offer HIST 443/G: Civil War and Reconstruction and HIST 457/G: Old South.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is no similar course offered at WKU.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Universities with offerings in the Civil War era commonly offer courses on the Confederacy. The following courses are offered as graduate seminars at these institutions: Harvard University, HISTORY 1643, The Confederacy; Purdue University, HIST 492H, Seminar in Historical Topics: History of the Confederacy; Brandeis University, HIST 158b (undergraduate and graduate seminar), Social History of the Confederate States of America; Wake Forest University, HISTORY 690C, Research Seminar: The Confederacy.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - To acquaint students with the interpretive issues regarding the efficacy of the

Confederacy as a separate nation.

-- To acquaint students with seminal readings in the field of Civil War and Southern history.

-- Will provide students with an understanding of the current trends in American History, and particularly in the history of the American South, through greater familiarity with important journals, essays, and monographs.

-- Will enable students to evaluate current trends within historiography

-- Will enhance the ability of students to communicate their ideas in discussions and in writing.

-- Will give students a solid command of primary and secondary sources pertaining to the historiographical debate over Confederate nationalism.

-- Will give students a firm awareness of issues involved in the historical debate over American nationalism.

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

--Changing interpretations of Confederate nationhood, nationalism, and nationality; the relationship of religion to Confederate patriotism and Southern identity; the role of slavery and emancipation in undermining the Confederate war effort; how political factionalism and the lack of a political party system worked against the Confederacy; how military leadership (i.e., Robert E. Lee) helped to sustain Confederate morale and patriotism; how civilian leadership (Jefferson Davis) failed to arouse public opinion and political support; how these major issues became articulated in Southern diaries and letters of the time.

--Methodological issues in historical research, including the use of primary sources and the framing of interpretations in secondary sources.

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 an analysis and discussion of the readings and papers. Graduate students will be required to write two book reviews of works not included on the syllabus reading list and will be expected to lead one class discussion for a book on the syllabus reading list.

3.4 Tentative texts and course materials:

Richard E. Beringer et al., *Why the South Lost the Civil War*.

William Blair, *Virginia's Private War: Feeding Body and Soul in the Confederacy, 1861-1865*

William C. Davis, *Look Away! A History of the Confederate States of America*

Drew Gilpin Faust, *The Creation of Confederate Nationalism*

Gary W. Gallagher, *The Confederate War*

Eugene D. Genovese, *A Consuming Fire: The Fall of the Confederacy in the Mind of the White Christian South*

George C. Rable, *The Confederate Republic*

NOTE: Students will also be required to read documents compiled in a course pack as well as various class handouts and items placed on reserve in the campus library

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current staffing levels are adequate

5.2 Special equipment needed: Current equipment is adequate

5.3 Expendable materials needed: None needed

5.4 Laboratory materials needed: None needed

6. Effective Catalog Year: Spring 2009

7. Dates of prior committee approvals:

History Department: _____ 4/18/2008 _____

Potter College Curriculum Committee _____ 5/1/08 _____

Graduate Council _____ 10/9/2008 _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography
HIST 581
The Rise and Fall of the Confederacy
Proposal

Primary Sources

Letters, 1864-1865, George Washington Baker Papers, Southern Historical Collection, University of North Carolina, Chapel Hill

Diary, 1861-1865, Mary Jeffrys Bethel, Southern Historical Collection, University of North Carolina, Chapel Hill

Lewis Charlton, *Sketch of the Life of Lewis Charlton and Reminiscences of Slavery*, ed. Edward Everett Brown (Portland, Maine, n.d.).

Diary, 1864, Julia Johnson Fisher, Southern Historical Collection, University of North Carolina, Chapel Hill

Letters, 1861-1864, James S. Millings Papers, Southern Historical Collection, University of North Carolina, Chapel Hill

Letters, 1862, Robert Toombs Correspondence, University of Georgia

Secondary Sources

Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (1983).

Stephen V. Ash, *When the Yankees Came: Conflict and Chaos in the Occupied South: 1861-1865* (1995).

Richard E. Beringer et al., *Why the South Lost the Civil War* (1986).

Ira Berlin et al., *Slaves No More: Three Essays on Emancipation and the Civil War* (1992).

Stephen W. Berry, *All That Makes A Man: Love and Ambition in the Civil War South* (2003).

William Blair, *Virginia's Private War: Feeding Body and Soul in the Confederacy, 1861-1865* (1998).

Gabor Boritt, ed., *Why the Confederacy Lost* (1992).

Charles E. Brooks, "The Social and Cultural Dynamics of Soldiering in Hood's Texas Brigade," *Journal of Southern History*, 67 (2001), 535-572.

Victoria E. Bynum, *Unruly Women: The Politics of Social and Sexual Control in the Old South* (1992).

Catherine Clinton, ed., *Southern Families at War: Loyalty and Conflict in the Civil War South* (2000).

Catherine Clinton and Nina Silber, eds., *Divided Houses: Gender and the Civil War* (1992).

Henry Steele Commager, ed., *The Defeat of the Confederacy* (1964).

E. Merton Coulter, *The Confederate States of America, 1861-1865* (1950).

William C. Davis, *A Government of Our Own: The Making of the Confederacy* (1994).

William C. Davis, *Look Away! A History of the Confederate States of America* (2002).

David Herbert Donald, "The Confederate as a Fighting Man," *Journal of Southern History*, 25 (1959), 178-193.

David Herbert Donald, ed., *Why the North Won the Civil War* (1960).

Robert F. Durden, *The Gray and the Black: The Confederate Debate on Emancipation* (1972).

Walter K. Durrill, *War of Another Kind: A Southern Community in the Great Rebellion* (1990).

Paul D. Escott, *After Secession: Jefferson Davis and the Failure of Confederate Nationalism* (1978).

Drew Gilpin Faust, "Christian Soldiers: The Meaning of Revivalism in the Confederate Army," *Journal of Southern History*, 53 (1987), 63-90.

Drew Gilpin Faust, *The Creation of Confederate Nationalism* (1988).

Drew Gilpin Faust, *Mothers of Invention: Women of the Slaveholding South in the American Civil War* (1996).

Gary W. Gallagher, *The Confederate War* (1997).

Gary W. Gallagher, "Home Front and Battlefield: Some Recent Literature Relating to Virginia and the Confederacy," *Virginia Magazine of History and Biography*, 98 (1990), 134-168.

Eugene D. Genovese, *A Consuming Fire: The Fall of the Confederacy in the Mind of the White Christian South* (1998).

Mark Grimsley, *The Hard Hand of War: Union Military Policy toward Southern Civilians, 1861-1865* (1995).

Tony Horwitz, *Confederates in the Attic* (1998).

Marc W. Kruman, "Dissent in the Confederacy: The North Carolina Experience," *Civil War History*, 28 (1981), 193-213.

Glenn W. LaFantasie, *Gettysburg Requiem: The Life and Lost Causes of Confederate Colonel William C. Oates* (2006).

Bruce Levine, *Confederate Emancipation: Southern Plans to Free and Arm Slaves during the Civil War* (2005).

Leon F. Litwack, *Been in the Storm So Long: The Aftermath of Slavery* (1979).

John McCardle, *The Idea of a Southern Nation: Southern Nationalists and Southern Nationalism, 1830-1860* (1979).

Stephanie McCurry, *Masters of Small Worlds: Yeoman Households, Gender Relations, and the Political Culture of the Antebellum South Carolina Low Country* (1995).

Eric L. McKittrick, "Party Politics and the Union and Confederate War Efforts," in William Misbet Chambers and Walter Dean Burnham, eds., *The American Party Systems* (1967), 117-151.

Richard M. McMurry, *Two Great Rebel Armies: An Essay in Confederate Military History* (1989).

James M. McPherson, *The Negro's Civil War*, 3rd ed. (1991).

Chandra Manning, *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War* (2007).

Clarence L. Mohr, "Southern Blacks in the Civil War: A Century of Historiography," *Journal of Negro History*, 69 (1974), 177-195.

David M. Potter, "The Historians' Use of Nationalism and Vice Versa," in *The South and the Sectional Conflict* (1968), 34-84.

George C. Rable, *Civil Wars: Women and the Crisis of Southern Nationalism* (1989).

George C. Rable, *The Confederate Republic: A Revolution Against Politics* (1994).

James L. Roark, *Masters Without Slaves: Southern Planters in the Civil War and Reconstruction* (1977).

Willie Lee Rose, *Rehearsal for Reconstruction: The Port Royal Experiment* (1964).

Steven Joseph Ross, "Freed Soil, Freed Labor, Freed Men: John Eaton and the Davis Bend Experiment," *Journal of Southern History*, 44 (1978), 213-232.

Charles Royster, *The Destructive War: William Tecumseh Sherman, Stonewall Jackson, and the Americans* (1991).

Anne Sarah Rubin, *A Shattered Nation: The Rise and Fall of the Confederacy, 1861-1868* (2005).

Anne Prior Scott, *The Southern Lady: From Pedestal to Politics, 1830-1930* (1970).

Aaron Sheehan-Dean, *Why Confederates Fought: Family and Nation in Civil War Virginia* (2007).

Daniel E. Sutherland, *Seasons of War: The Ordeal of a Confederate Community* (1995).

Emory M. Thomas, *The Confederate Nation, 1861-1865* (1979).

Emory M. Thomas, *The Confederacy as a Revolutionary Experience* (1971).

Frank Vandiver, *Jefferson Davis and the Confederate States* (1964).

Bell I. Wiley, *The Life of Johnny Reb: Common Soldier of the Confederacy* (1943).

Bell I. Wiley, *The Plain People of the Confederacy* (1943).

Bell I. Wiley, *The Road to Appomattox* (1956).

Bell I. Wiley, *Southern Negroes, 1861-1865* (1938).

David Williams et al., *Plain Folk in a Rich Man's War: Class and Dissent in Confederate Georgia* (2000).

Bertram Wyatt-Brown, "God and Honor in the Old South," *Southern Review*, 25 (1989), 283-298.

Bertram Wyatt-Brown, *Southern Honor: Ethics and Behavior in the Old South* (1982).

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

Contact Person: Fred E. Stickle, email: fred.stickle@wku.edu, Phone: 745-4953

1. Identification of proposed course:

- 1.1 Course Prefix and Number: CNS 710
- 1.2 Course Title: Leadership in Stress Management
- 1.3 Abbreviated title: Leadership/Stress Management
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Master's degree or instructor permission
- 1.7 Catalog course listing: Examines the meaning of stress, its effects on the individual and the organization, how it manifests itself, and strategies for its management. Explores the organizational demands that contribute to stress and addresses how leaders in organizations can help provide preventive stress management.

2. Rationale:

- 2.1 Reason for developing the proposed course: Stress is a major problem in our society today. Work stress is costing businesses billions of dollars (Greenberg, 2008). Individuals who take on leadership positions can better lead if they have a working knowledge of how stress affects people and various methods of how to reduce harmful stress. For some, a leadership position may contribute to a person's stress in such a way that they are ineffective as a leader. The course will teach 1) how to better manage personal stress and 2) how to contribute to stress reduction for individuals under their leadership. The course is consistent with the university's mission "to prepare students to be productive, engaged leaders in a global society".
- 2.2 Projected enrollment in the proposed course: Twenty per offering. An informal survey of graduate students reveals that this will be a course of interest. The anticipated enrollment of each doctoral cohort is approximately 25.
- 2.3 Relationship of the proposed course to courses now offered by the department: The topic of stress is touched on in a number of counseling courses including: CNS 554 Group Counseling, CNS 555 Social and Cultural Diversity, CNS 559 Techniques of Counseling, CNS 561 Counseling Children, CNS 562 Counseling Adolescents, CNS 564 Counseling the Elderly, CNS 580 Family Life Studies, CNS 582 Sex Therapy, CNS 583 Marriage Therapy, CNS 584 Violent and Dysfunctional Families, and CNS 667 Drug Abuse Counseling. CNS 559, Techniques of Counseling includes teaching on stress reduction through relaxation and cognitive restructuring. Leadership in Stress Management will focus on the leader and how they can better manage and reduce harmful stress in organizations.
- 2.4 Relationship of the proposed course to courses offered in other departments: Public Health has a new course entitled Stress Management (PH 530). It covers the health aspects of stress and the management of stress. It does not center on leadership aspects of managing stress in organizations. There are no specific courses at the graduate level on the topic of leadership in stress management. EDLD 720, Individual and Group Issues in Leadership include motivation, attitudes, negotiation/crises, conflict management and

interpersonal communication in leadership. But the course does not discuss stress management. Students taking EDLD 720 may be interested in also taking CNS 710. No other course at the 600 or 700 level includes topics on stress management for leaders.

- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is similar to graduate level courses offered at other institutions including the following examples:

Ohio State University

PSY 539 - Stress, Social Support, and the Professional Helper

Stress at work and elsewhere: emphasis on treatment through social support.

University of Texas

MANA5342 - Preventive Stress Management

Examines the organizational demands that cause stress. Identifies the psychophysiology of the stress response and the individual/organizational costs of distress. Emphasis is placed on the principles and methods of preventive stress management, such as social support, exercise, and the relaxation response.

University of Nevada

HED 607 - Stress Management

Explores such things as the meaning of stress, its effects, how it manifests itself physically, mistakes made in handling stress, and strategies for self-care in managing stress. Particular emphasis on the role of physical activity in controlling stress and the development of a controlled lifestyle that provides a balance between work and play and rest and exercise. 3 Credits.

3. Discussion of proposed course:

- 3.1 Course objectives: The objectives of the course are that the student will:
- Understand the anatomical, neurological, physiological, and cultural psychological components of the stress response and the implications of these processes in providing leadership for the management of stress in organizations.
 - Articulate how stress impacts a leader's health and well-being and affects performance in many areas of life, including the organization in which one works.
 - Provide leadership in the selection of an appropriate stress management strategy for organizations, taking into consideration the nature of the stressor, the theoretical mechanisms underlying the strategy, and demonstrate the effectiveness of the strategy in the given circumstance in the organization.
 - Provide leadership in the development of a behavior modification plan to change specific behaviors in order to reduce the negative effects of stress and to enhance the positive effects of stress both individually and in the organization.
 - Examine and be able to identify how a person in a leadership position may contribute to destructive stress in an organization.
 - Be able to demonstrate how a person in a leadership position may assist in specific behaviors that may reduce the negative effects of stress in an organization.
- 3.2 Course outline:
- Understanding Stress

- Contemporary concepts of stress
 - Response-based concept of stress
 - Event-based concept of stress
 - Interactional Model of stress
 - Research on stress
- The nature of stress in leadership
 - The effect leadership in the organization has on personal stress of the leader
 - How the leader may increase or decrease negative stress among the staff of an organization
- Sources of stress for leaders
 - Environmental/social stress
 - Occupational stress
 - Physical basis of stress
- Assessing organizational stress
 - The leader's role in assessing stress
 - Instruments leaders may use in assessing stress
 - Current research leaders use in assessing organizational stress
- Leadership in reducing negative stress in organizations
 - The role of the leader in reducing stress
 - Stress management skills for leaders
 - Coping with stress
 - Research on effective ways leaders may reduce negative stress in organizations

3.3 Student expectations and requirements: Students will complete all assigned reading and be prepared to actively participate in class discussion. Students will be expected to complete the various stress assessment instruments and report their findings. Students will be given tests over the content presented. A formal research paper will be required of each student.

3.4 Tentative texts and course materials:
 Greenberg, G. S. (2008). *Comprehensive Stress Management* (10th ed.). New York, NY: McGraw-Hill.
 Lin, Z. & Covleg, K. (2003). *Designing Stress Resistant Organizations*. Norwell, MA: Klumer Academic Publishers.

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

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

Counseling & Student Affairs Department	<u>April 30, 2008</u>
CEBS Curriculum Committee	<u>August 5, 2008</u>

Professional Education Council

September 10, 2008

Graduate Council

October 9, 2008

University Senate

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

Blonna, R. (2007). *Coping with Stress in a Changing World* (4th ed.). New York, NY: McGraw-Hill Companies.

Boss, P. (2002). *Family Stress Management: A contextual approach* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Boylin, D. D. (2006). *Six Keys to Stress-Free Management*. Victoria, B.C.: Trafford Publishing.

Burgess, J. H. (2000). *Managing Stress: For a healthier life*. Dayton, OH: Wellness Institute.

Cartwright, S., & Cooper, L. (1997). *Managing Workplace Stress*. Thousand Oaks, CA: Sage Publications.

Charlesworth, E. A. & Nathan, R. G. (1985). *Stress Management: A comprehensive guide to wellness*. New York, NY: Ballantine Books.

Civil, J. (2003). *Stress Management: Your personal trainer*. London: Spiro Press.

Coakley, S. L. (2006). *Reality Stress Management: An insider's guide to eight beatitudes for coping*. Bloomington, IN: AuthorHouse.

Colbert, D. (2006). *Stress Management 101*. Nashville, TN: Nelson Books.

Cunningham, J. B. (2000). *The Stress Management Sourcebook* (2nd ed.). Los Angeles, CA: Lowell House.

Davis, M., Eshelman, E. R., & McKay, M. (1995). *The Relaxation and Stress Reduction Workbook* (4th ed.). Oakland, CA: New Harbinger Publications.

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Proposal Date: August 26, 2008

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

Contact Person: Janet L. Applin janet.applin@wku.edu 745- 6105

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EXED 515
- 1.2 Course title: Education of Exceptional Children
- 1.3 Abbreviated course title: Educ. Excep. Chil.
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/co requisites: Admission to EXED MAE for initial certification.
- 1.7 Catalog course listing:
Introductory course for initial certification in Exceptional Education. Induction issues in special education are examined.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Program assessment of the Alternate Routes to Certification MAE in EXED has revealed that students pursuing Exceptional Education as a second career are unprepared for induction into education including teaching dispositions; professional standards; codes of ethics; educational policy; hierarchy in education; educational terminology; public school law; education reform; and basic teaching skills such as designing and implementing effective lessons. This course is proposed as an intensive introductory course for those with no prior educational experience who are pursuing initial certification in Exceptional Education.
- 2.2 Projected enrollment in the proposed course: 50 students per year. This estimate is based on the present enrollment of students seeking initial certification in Exceptional Education.
- 2.3 Relationship of the proposed course to courses now offered by the department:
Although students pursuing an Alternate Route to Certification in Exceptional Education are required to complete EXED 516, Introduction to Exceptional Education, that course focuses on introducing the students to issues related specifically to special education such as characteristics of disabilities and service delivery models in special education. The proposed course, EXED 515, would be a co- or pre-requisite for EXED 516 for those who are entering the profession for initial certification and will offer those with no prior educational experience an introduction into the education profession as a whole and the role special education plays in the larger framework of education.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The proposed course is most similar to two courses offered for the Alternate Route to Certification program in the Department of Curriculum and Instruction: EDU 520, Planning for Instruction and EDU 521 Implementing Instructional Planning. Both of those courses are offered in the first summer of the department's sequence to Alternate Certification for Middle Grades and Secondary Education. Differences in the two

Curriculum and Instruction courses and the proposed course are that the C&I courses are designed for those with a degree and previous content knowledge in their chosen areas of certification and they include content pertaining to classroom management and instructional methods that are specific to their content areas. Alternate Route to Certification students in Exceptional Education receive intensive instruction on behavior management and classroom management in future course work in the major. While EDU 520 includes content similar to that in the proposed course, such as instructional planning and knowledge of teaching standards, the proposed course will deliver this information within the frameworks of special education.

- 2.5 Relationship of the proposed course to courses offered in benchmark institutions and other KY institutions offering Alternative Routes to Certification in LBD:
Of the 19 Benchmark Institutions, only two offer Alternative Routes to Certification in Special Education. In reviewing the course offerings in Graduate Special Education programs at all 19 benchmark institutions, no similar courses to the proposed course were found including at the two universities offering Alternate Routes to Certification: Missouri State University and Stephen F. Austin State University. However, through conversations with colleagues at other institutions offering Alternative Certification programs, it is apparent that a course such as proposed is needed and will likely be offered at other universities in the future.
Of the Kentucky universities offering Alternative Certification in LBD only two universities list courses that may be slightly similar to the proposed course: Campbellsville University offers SED 502 which is described as a course designed to, "...familiarize the candidate with the broad field of education with emphasis on the historical, philosophical, and social foundations of education through research activities." The described course does not include these topics within the context of special education as does the proposed course. Georgetown College offers a History of Education course for their Alternative Route candidates in the Middle and Secondary track of students similar to WKU's Curriculum and Instruction courses mentioned above but does not have a similar type of introductory course for their Special Education LBD Alternate Route candidates. The remaining Kentucky universities mentioned offer introductory Exceptional Education courses for their Alternate Route to Certification students that are similar in content to WKUs EXED 516.

3. Discussion of proposed course:

- 3.1 Course objectives:
Upon completion of this course students will be able to:
- Demonstrate an understanding of the types of professional education certifications available and professional organizations related to teaching and special education in particular.
 - Demonstrate knowledge of Kentucky Teacher Standards and Codes of Ethics for special educators.
 - Demonstrate an understanding of how special education professionals work within the larger body of educational professionals.
 - Demonstrate an awareness of research based instructional strategies.
 - Demonstrate an awareness of pertinent education laws and their effects on practice.
 - Demonstrate use of effective lesson planning strategies.
 - Demonstrate knowledge of Individual Education Plans and their effective use in special education.
- 3.2 Content outline:
- Professional Organizations and Standards for Special Educators

- Council for Exceptional Children Standards
- National Education Association Standards
- Kentucky Code of Ethics for Education Professionals
- Kentucky Teacher Standards
- Models of Special Education Service Delivery
 - Inclusive Models of Delivery
 - Least Restrictive Environments
 - Access to the General Curriculum
 - Continuum of Services according to Individuals with Disabilities Education Improvement Act of 2004
- Research to practice issues
 - Defining Scientifically Based Instructional Practices
 - Recognizing Best Teaching Practices and their effects on student learning
 - Reading education research with a critical eye
- American Psychological Association's Guidelines for scholarly writing
- Laws affecting the practice of education
 - IDEIA, 2004
 - American with Disabilities Act
 - FERPA
 - Rehabilitation Act of 1975
 - No Child Left Behind
- Effective lesson planning
 - Components of Effective Planning
 - Explicit Teaching Methods
- Effective Individual Education Plans
 - Legal IEPs
 - Using Best Practices for Writing IEPs

3.3 Student expectations and requirements:

Assignments and requirements may include but are not limited to:

- Discussions (either on Blackboard or in class)
- Use of Online Course Software (Blackboard)
- Selected Course Readings
- Research projects on evidence based methods for teaching
- Lesson Plans
- Individual Education Plans
- Exams in open-response/application format

3.4 Tentative texts and course materials:

- Council for Exceptional Children (2003). *What every special educator should know: Ethics, standards, and guidelines for special educators (5th ed.)*. Council for Exceptional Children: Retrieve from www.cec.sped.org
- Publication Manual 5th ed. (2001). American Psychological Association. Washington, DC
- Selected Readings chosen by professor

4. Resources:

- 4.1 Library resources: See attached selected bibliography and library resource sheet
- 4.2 Computer resources: Blackboard, Internet Access

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 materials needed: None

6. Proposed term for implementation: Spring 2009

7. Dates of prior committee approvals:

<u>SIP</u> Department/Division:	<u>April 18, 2008</u>
<u>CEBS</u> Curriculum Committee	<u>September 2, 2008</u>
Professional Education Council (if applicable)	<u>September 10, 2008</u>
General Education Committee (if applicable)	_____
Graduate Council	<u>October 9, 2008</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: July 30, 2008

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

Contact Person: Richard Dressler, richard.dressler@wku.edu, 745-6280

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CD496 (G)
- 1.2 Course title: International Speech Pathology
- 1.3 Abbreviated course title: International Speech Pathology
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Study abroad/lecture
- 1.6 Prerequisites: admission to the Communication Disorders master's program
- 1.7 Course catalog listing: Acquire knowledge and understanding of how speech and language services are rendered in other countries. Emphasis on the identification of different methodologies employed by clinicians in other countries for treating communication disorders in adults and children.

2. Rationale:

- 2.1 Reason for developing the proposed course: Provide students with professional standards and opportunities in countries outside of the U.S.
- 2.2 Projected enrollment in the proposed course: 10 - 15
- 2.3 Relationship of the proposed course to courses now offered by the department: The department does not offer any other study abroad courses.
- 2.4 Relationship of the proposed course to courses offered in other departments: Study abroad courses are offered by various departments throughout WKU but they do not provide students with exposure to speech pathology services in other countries.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A survey of WKU's benchmark universities found that none of the universities offer a study abroad course for students majoring in communication disorders.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of the course, the student will:
 1. Be able to identify and explain the different approaches to speech services in other countries.
 2. Demonstrate an understanding of the difference between health care systems in other countries compared with the U.S
- 3.2 Content outline:
 - travel to different countries to learn about the professional standards and health care coverage for speech pathology services
 - compare the health care reimbursement environments in other countries with those in the U.S
 - complete an essay at the conclusion of the course that summarizes their experiences, gathered information, and their opinions on how speech-language therapy services compare between other countries

- provided with possible opportunities for future externship experiences in settings outside the U.S.
- 3.3 Student expectations and requirements: Students will complete a reflective essay and summaries of articles related to information about service delivery, academic preparation, and health care in other countries.
- 3.4 Tentative texts and course materials: To be determined

4. Resources:

- 4.1 Library resources: none needed
- 4.2 Computer resources: none needed

5. Budget implications:

- 5.1 Proposed method of staffing: 1-2 existing faculty
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Summer 2009

7. Dates of prior committee approvals:

Communication Disorders Department: 8-20-08

CHHS Graduate Curriculum Committee: 9-23-08

Professional Education Council: 10-8-08

Graduate Council: 10-9-08

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 20, 2008

**College of Health and Human Services
Department of Communication Disorders
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Lauren Bland, lauren.bland@wku.edu, x58860

1. Identification of course:

- 1.1 CD 504
- 1.2 Course title: Seminar in Language Disorders
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Seminar in Language Disorders
- 2.2 Proposed course title: Seminar in Child Language
- 2.3 Proposed abbreviated title: Sem Child Language
- 2.4 Rationale for revision of course title: The title change represents the proposed course description changes. The class will only cover pediatric based topics.

3. Revise course number: N/A

4. Revise course prerequisites/corequisites/special requirements: N/A

5. Revise course catalog listing:

5.1 Current course catalog listing: Topics cover pediatric and adult populations. Discussion focuses on the use of an integrated model of language, reading, writing and aphasia intervention. Discussion of multicultural and bilingual issues.

5.2 Proposed course catalog listing: Topics cover language disorders from infancy through adolescence; discussion of an integrated model of language, reading, and writing intervention; discussion of multicultural and bilingual issues

5.3 Rationale for revision of the course catalog listing: As the scope of practice in profession includes early intervention, service delivery for infants and toddlers should be addressed in a course. Aphasia, as a topic, is being deleted as that content will be covered in a different class.

6. Revise course credit hours: N/A

7. Proposed term for implementation: Summer 2009

8. Dates of prior committee approvals:

Department of Communication Disorders 8/20/08

CHHS Curriculum Committee September 23, 2008

Professional Education Council

Graduate Council

____10/9/08_____

University Senate

Attachment: Course Inventory Form

Proposal Date: July 30, 2008

**College of Health and Human Services
Department of Communication Disorders
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Richard Dressler, richard.dressler@wku.edu, 745-6280

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CD 513
- 1.2 Course title: Advanced Neurogenics
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Advanced Neurogenics
- 2.2 Proposed course title: Cognitive Linguistic Disorders
- 2.3 Proposed abbreviated title: Cognitive Linguistic Disorders
- 2.4 Rationale for revision of course title: The new course title better describes the content of the course and meets standards for student learning objectives.

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
- 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: Designed to develop a working knowledge of neural based communicative disorders, with an emphasis on traumatic brain injury. Students will gain knowledge in identification, assessment and therapeutic strategies of neuro-anatomical bases and classification of neurogenic communication disorders following traumatic brain injury.
- 5.2 Proposed course catalog listing: Designed to develop a working knowledge of neural based communicative linguistic disorders, with an emphasis on traumatic brain injury, dementia, and other etiologies that cause cognitive linguistic disorders. Students will gain knowledge in identification, assessment and therapeutic strategies of neuro-anatomical bases and classification of cognitive linguistic disorders.
- 5.3 Rationale for revision of course catalog listing: New course description better reflects the different etiologies that will be discussed.

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:** Summer, 2009

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

Communication Disorders Department: August 20, 2008

CHHS Graduate Curriculum Committee: September 23, 2008

Professional Education Council: _____

Graduate Council: October 9, 2008

University Senate: _____

Attachment: Course Inventory Form

Proposal Date: August 13, 2008

Enter College Name Here
Department of Communication Disorders
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Joseph Etienne, joseph.etienne@wku.edu, 745-8998

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CD 515
- 1.2 Course title: Pediatric Audiology
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Pediatric Audiology
- 2.2 Proposed course title: Rehabilitative Audiology
- 2.3 Proposed abbreviated title: Rehab Audiology
- 2.4 Rationale for revision of course title: The new course title better describes the content of the course and meets standards for student learning objectives.

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
- 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: Methods and procedures for evaluating hearing loss in infants and young children. Includes preschool and elementary intervention techniques, parent and family counseling, and selection and use of pediatric amplification.
- 5.2 Proposed course catalog listing: Methods and procedures for evaluating hearing loss and the selection and fitting of amplification across the lifespan will be addressed. Intervention techniques and counseling will be discussed.
- 5.3 Rationale for revision of course catalog listing: New course description better reflects the content 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: Summer, 2009

8. Dates of prior committee approvals:

Communications Disorders: August 20, 2008

CHHS Graduate Curriculum Committee September 23, 2008

Professional Education Council _____

Graduate Council October 9, 2008

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 5/5/2008

**Ogden College of Science and Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise A Program
(Action Item)**

Contact Person: A. Mark Doggett mark.doggett@wku.edu 745-6951

1. Identification of program:

- 1.1 Current program reference number: 045
- 1.2 Current program title: Technology Management
- 1.3 Credit hours: 33/36 plus a 3-hour research tool course (36/39 hours total)

2. Identification of the proposed program changes:

- Drop AMS 525 Industrial Resource Allocation
- Require AMS 571 Research Methods in Technology as the designated research tool course for the program
- Reduce the total number of credit hours to 33

3. Detailed program description:

- See the attached side-by-side table

4. Rationale for the proposed program change:

AMS 525 and AMS 520 both contain information about the efficient allocation of industrial resources such as material, labor, equipment, and cost of money. Only one such course should be required. Therefore, AMS 525 will be dropped from the program.

The University research tool requirement is currently negotiated with each student through graduate advising and is subject to approval by the Office of Graduate Studies and Research. This approach has proven problematic in that students, advisors, and the Office of Graduate Studies and Research do not always agree on what constitutes as an approved research tool course. AMS 571 Research Methods in Technology Management is already approved as a prerequisite for the thesis option in the program and faculty have the same research expectations for AMS 690 Graduate Project as for AMS 599 Thesis. Thus, identification of AMS 571 as the approved University research tool course for the Master of Science in Technology Management will level the course requirements for students who choose a thesis option with those who choose a project option. In addition, students will henceforth choose projects or theses based upon interest and content rather than credit hour load.

Morehead State University's Master of Science in Industrial Technology program consists of 33 credit hours and their Master of Science in Career and Technical Education program consists of 30 credit hours. Eastern Kentucky University's Master of Science Degree in Industrial Technology consists of 30 credit hours and their Master of Science Degree in Career and Technical Education consists of 30 credit hours. Murray State University's Master of Science in Management of Technology consists of 30 credit hours. The Master of Science in Technology Management at WKU has the highest credit hour requirement for comparable master's degrees in Kentucky. A reduction in the number of required credit hours will improve the competitive position of the WKU program.

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

Fall 2009. Upon approval of this change, a course change form will be prepared for all students listing AMS 525 on Form C. Subsequent students will not include AMS 525 on Form C.

Currently, all students are being advised to take AMS 571 to fulfill the University research tool requirement regardless of the selected thesis or project option. Thus, no implementation period or special provision will be required.

6. Dates of prior committee approvals:

AMS Department/Division: 8/15/08

OCSE Graduate Curriculum Committee 9/5/08

Graduate Council 10/9/08

University Senate _____

Attachment: Program Inventory Form

3. MSTM Side-by-Side Table					
OLD 36-39 hrs			NEW 33 hrs		
Core: 27 hrs			Core: 15 hrs		
Emerging Technologies	AMS 510	3	Emerging Technologies	AMS 510	3
Resource Management	AMS 520	3	Resource Management	AMS 520	3
Industrial Resource Allocation	AMS 525	3			
Automated Data Collection Systems	AMS 530	3	Automated Data Collection Systems	AMS 530	3
Workforce Development	AMS 535	3	Workforce Development	AMS 535	3
Operations Leadership	AMS 590	3	Operations Leadership	AMS 590	3
Legal and Ethical Issues in Technology	AMS 630	3	Legal and Ethical Issues in Technology	AMS 630	3
Industrial Distribution	AMS 650	3	Industrial Distribution	AMS 650	3
Quality Management	AMS 671	3	Quality Management	AMS 671	3
Thesis Option: 9 hrs			Thesis Option: 6 hrs		
Research Methods Technology Mgmt.	AMS 571	3			
Thesis	AMS 599	6	Thesis	AMS 599	6
Non-Thesis Option: 6 hrs			Non-Thesis Option: 6 hrs		
Graduate Project	AMS 690	6	Graduate Project	AMS 690	6
University Research Tool 3 hrs			University Research Tool 3 hrs		
Any advisor approved course		3	Research Methods Technology Mgmt.	AMS 571	3
Grand Total Hours (Non-Thesis):		36	Program Grand Total Hours:		33
Grand Total Hours (Thesis):		39			

Proposal Date: August 20, 2008

**College of Health and 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:

- course catalog descriptions and titles
- deletion of CD 503 Advanced Diagnostics and CD 509 Speech Science from the core curriculum
- CD 512 Seminar in Phonology and CD 513 Advanced Neurogenics will be taught annually to cover accreditation standards

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		CD 504 Seminar in Child Language	3
CD 504 Seminar in Language	3	CD 506 Dysfluency	3
CD 506 Dysfluency	3	CD 507 Aphasia	3
CD 507 Aphasia	3	CD 508 Voice Disorders	3
CD 508 Voice Disorders	3	CD 510 Seminar in Professional Issues	3
CD 509 Speech Science	3	CD 511 Neurology	3
CD 510 Seminar in Professional Issues	3	CD 514 Dysphagia	3
CD 511 Neurology	3	CD 515 Rehabilitative Audiology	3
CD 514 Dysphagia		CD 518 Advanced Alternative and	3
CD 515 Pediatric Audiology	3	Augmentative	
CD 518 Advanced Alternative & Augmentative Communication Modalities	3	Communication Modalities	
CD 590 Clinical Internship	3	CD 590 Clinical Internship	1
CD 591 Clinical Externship		CD 591 Clinical Externship	6
		CD 512 Phonology	3
CD 512 Phonology	1	OR	
OR	6	CD 513 Cognitive Linguistic Disorders	3
CD 513 Advanced Neurogenics		Elective in the major	3
	<u>3</u>		<u>3</u>
	49 total		49 total

4. Rationale for the proposed program change:

The proposed changes represent adjustments to the curriculum to make it consistent with professional certification and department accreditation standards. Students and their external supervisors have requested more in-depth student knowledge in communication disorders more frequently seen in adults. By adding adult content to CD 515 and ensuring that each cohort of students develops knowledge in cognitive disorders, the Department is meeting that need. In the past, CD 513 was offered every other year, alternating with CD 512. By offering both courses each year, students can develop a wider knowledge base. At the same time, adding the topics regarding infancy in CD 504 will help prepare students choosing to work with that population. The courses being removed from the core curriculum, CD 503 and CD 509, will continue to be available as electives (a three hour elective opportunity is now incorporated into the proposed program change).

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

Fall 2009

6. Dates of prior committee approvals:

Department of Communication Disorders 8/20/08

CHHS Curriculum Committee September 23, 2008

Professional Education Council _____

Graduate Council October 9, 2008

University Senate _____

Attachment: Program Inventory Form

Proposal Date: **September 12, 2008**

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

Contact Person: Darlene L. Shearer, darlene.shearer@wku.edu 55868

1. Identification of program:

- 1.1 Current program reference number: 152
- 1.2 Current program title: Master of Public Health
- 1.3 Credit hours: 46

2. Identification of the proposed program changes:

- Remove HCA 520 Statistical Applications in Health from Core course list
- Reduce PH 546 Internship from 6 hours to 3 hours
- Change name of PH 588 to Public Health Capstone
- Add PH 588 to Environmental Health Concentration
- Add PH 599 (6 credit hours) to Health Education Concentration and to Environmental Health Concentration to be offered as one of 2 choices for culminating experience (PH 588 or PH 599)
- Change number of required credit hours for approved electives based on choice of culminating experience and concentration as follows:
 - Health Education Concentration –
 - Option 1 = 6 credit hours + PH 588 (Public Health Capstone)
 - Option 2 = 3 credit hours + PH 599 (Thesis)
 - Environmental Health Concentration –
 - Option 1 = 3 credit hours + PH 588 (Public Health Capstone)
 - Option 2 = 0 credit hours if PH 599 (Thesis)
- Reduce MPH Program total credit hours from 46 to 42

**3. Detailed program description:
(Next page)**

MPH CURRICULUM

<u>(current)</u>		<u>(proposed)</u>	
Core	Cr	Core	Cr
PH 520 Vital and Medical Statistics	3	PH 520 Biostatistics for Public Health	3
PH 582 Epidemiology	3	PH 582 Epidemiology	3
PH 583 Public Health Administration	3	PH 583 Public Health Administration	3
PH 584 Environmental Health	3	PH 584 Environmental Health	3
PH 587 Health Behavior	3	PH 587 Health Behavior	3
PH 580 History & Philosophy of Public Health	3	PH 580 Introduction to Public Health	3
PH 591 Evaluation	3	PH 591 Evaluation	3
HCA 520 Statistical Applications in Health	1		
PH 546 Internship	6	PH 546 Internship	3
Core Total	28	Core Total	24
Health Education Concentration		Health Education Concentration	
PH 548 Community Health Organization	3	PH 548 Community Health Organization	3
PH 575 Health Ed/Promotion Programming	3	PH 575 Health Ed/Promotion Programming	3
PH 576 Education and Communication	3	PH 576 Education and Communication	3
Techniques in Health Education		Techniques in Health Education	
PH 588 Seminar in Public Health	3	PH 588 Public Health Capstone <i>plus</i>	3
Approved Electives	6	Approved Electives	6
		OR	
		PH 599 Thesis	6
		<i>plus</i> Approved Elective	3
HE Concentration Total	18	HE Concentration Total	18
Environmental Health Concentration		Environmental Health Concentration	
PH 510 Watershed Mgmt and Science	3	PH 510 Watershed Mgmt and Science	3
PH 571 Air Quality Management	3	PH 571 Air Quality Management	3
PH 577 Environmental Toxicology	3	PH 577 Environmental Toxicology	3
EHS 580 Solid and Hazardous Waste	3	EHS 580 Solid and Hazardous Waste	3
Approved Electives	6	PH 588 Public Health Capstone <i>plus</i> Approved	3
		Elective	3
		OR	
		PH 599 Thesis	6
ENV Concentration Total	18	ENV Concentration Total	18
MPH Program Total Hours	46	MPH Program Total Hours	42

4. **Rationale for the proposed program change:**

- HCA 520 was added to the PH core curriculum to provide students with necessary exposure to and skill development in the use of SPSS for statistical analysis. SPSS content is now included in the PH 520 Biostatistics for Public Health course. (cont'd next page)
- Faculty voted to reduce number of hours required for the practice experience based on feedback from students in an anonymous online survey. This survey was conducted as part of the MPH Self-Study for CEPH accreditation. CEPH does not require a minimum number of hours for the practice experience. It is set by each university and is reflective of the nature of coursework and emphasis in their respective accredited MPH programs. The WKU MPH program is seeking to restructure the student culminating experience in order to increase emphasis on competencies such as program evaluation, presentation of study findings, and proposal writing. Such skills are typically not achieved in the internship experience as it

currently structured. The majority of WKUs MPH students intend to seek careers in medicine, dentistry or research.

- The CEPH self-study process revealed a disparity in the way in which the different culminating experience options were required and assess for both concentration areas. Objectives related to student proficiency in the core disciplines were not assessed among students completing an applied research project or thesis in their culminating experience.

5. Proposed term for implementation and special provisions (if applicable): Fall 2009

6. Dates of prior committee approvals:

Dept Public Health/MPH Program 9/11/2008

CHHS Graduate Curriculum Committee September 23, 2008

Graduate Council October 9, 2008

University Senate _____

Attachment: Program Inventory Form

College of Health & Human Services
Department of Physical Education & Recreation
Proposal to Revise a Program
(Action Item)

Contact Person: Randy Deere randy.deere@wku.edu 745-2357

1. Identification of program

- 1.1 Reference number: 095
- 1.2 Current program title: Recreation and Sport Administration
- 1.3 Credit hours: 33

2. Identification of the proposed changes:

- Change the current name of the Concentration in Interscholastic Athletic Administration to Athletic Administration and Coaching.
- Modify program description to include terminology about the concentration in Athletic Administration and Coaching

3. Detailed program description:

Current M.S. – Recreation & Sport Administration		Proposed M.S. – Recreation & Sport Administration	
Program Description: This program is designed to prepare professional Recreation and Sport Administration practitioners for a wide range of occupations, provide opportunity for study in a specialized area of recreation, provide knowledge of research procedures, and provide academic background for students planning to pursue doctoral study. Program includes thesis and non-thesis options. Candidates are encouraged to write a thesis.		This program is designed to prepare professional Recreation and Sport Administration practitioners for a wide range of occupations. The program offers two concentrations: 1) General and 2) Athletic Administration & Coaching. The General concentration provides opportunity for study in a specialized area of recreation, knowledge of research procedures, and academic background for students planning to pursue doctoral study. The Athletic Administration and Coaching concentration provides an opportunity for persons interested in Athletic Administration to gain knowledge, research and experience in this dynamic area. The program includes thesis and non-thesis options. Candidates are encouraged to write a thesis.	

4. Rationale for proposed program revisions: To broaden the scope of the concentration to include not just interscholastic administrators but all those interested in athletic administration and coaching at all levels.

5. Proposed term for implementation and special provisions: Fall 2009

6. Dates of prior committee approvals:

CHHS Graduate Curriculum Committee

September 23, 2008

Graduate Council

___October 9, 2008___

University Senate

Attachment: Program Inventory Form

Proposal Date: 23 July 2008

**Potter College of Arts and Letters
Department of English
Proposal to Revise a Certificate
(Action Item)**

Contact Person: Dr. Elizabeth Grace Winkler (elizabeth.winkler@wku.edu, 5-2415)

1. Identification of program:

- 1.1 Current program reference number: 0416
- 1.2 Current program title: Graduate Certificate in Teaching English to Speakers of Other Languages (TESL)
- 1.3 Credit hours: 15

2. Identification of the proposed program changes: 1) Change acronym throughout document;
2) Specify pre-requisite for 407G

3. Detailed program description:

Program title: Graduate Certificate in Teaching English to Speakers of Other Languages (TESL)	Program title: Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)
Catalog Description: The TESL Graduate Certificate is intended for individuals who are not P-12 teachers but, rather, individuals who want to teach in language institutes, either domestically or abroad. The Certificate requires 15 hours consisting of English 407G Linguistic Analysis, 408G Socio-Psycho Linguistics, 565 Integrated TESL, 566 Teaching and Testing ESL Grammar, and 508 TESL Field Experience. Other requirements include a portfolio of student work and completion of 6 hours of one foreign language if not previously taken. Students may take the courses in any sequence except for ENG 508, which involves a field experience that students do in Bowling Green during their last semester. Students must have taken English 104 Introduction to Linguistics, 302 Language and Communication, 304 English Language, or an approved equivalent before being admitted. Students must maintain a 3.0 GPA in order to receive the certificate.	Catalog Description: The TESOL Graduate Certificate is intended for individuals who are not P-12 teachers but, rather, individuals who want to teach in language institutes, either domestically or abroad. The Certificate requires 15 hours consisting of English 407G Linguistic Analysis, 408G Socio-Psycho Linguistics, 565 Integrated TESL, 566 Teaching and Testing ESL Grammar, and 508 TESL Field Experience. Other requirements include a portfolio of student work and completion of 6 hours of one foreign language if not previously taken. In addition to regular coursework, students will take ENG 508, which involves field experience that students do in Bowling Green conduct during their final semester. Students must have taken one linguistics class--ENG 104 Introduction to Linguistics, ENG 302 Language and Communication, ENG 304 English Language, or an approved equivalent-- before taking 407G. Students must maintain a 3.0 GPA in order to receive the certificate.

4. Rationale for the proposed program change: 1) Name Change: The most commonly used acronym for similar programs in the field is TESOL. This change will bring us in line with the discipline's nomenclature and will make WKU's program more accessible during an internet search. 2) We are adding a prerequisite to 407G and must therefore update the current program description.

5. Proposed term for implementation and special provisions (if applicable): 200920

6. Dates of prior committee approvals:

English Department: 8-15-08

PCAL Curriculum Committee 9-4-08Professional Education Council (if applicable) n.a.

General Education Committee _____n.a._____
(if applicable)

Graduate Council _____10/9/08_____

University Senate

Attachment: Program Inventory Form

Proposal Date: March 19, 2008

**Gordon Ford College of Business
Master of Business Administration
Proposal to Suspend a Program Concentration
(Consent Item)**

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 745-6581

1. Identification of program:

- 1.1 Program reference number: 057
- 1.2 Program title: MBA – Economics Concentration (BECO)
- 1.3 Credit hours: 30

2. Rationale for the program suspension: With the addition of the MS in Applied Economics, this concentration is not viable at this time and would require additional faculty resources not currently available.

3. Effect on current students or other departments, if known: None. No students are currently enrolled in the Economics concentration.

4. Proposed term for implementation: Spring 2009

5. Dates of prior committee approvals:

MBA Committee	
Gordon Ford College of Business:	<u>March 19, 2008</u>
Graduate Council:	<u>October 9, 2008</u>
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: March 19, 2008

**Gordon Ford College of Business
Master of Business Administration
Proposal to Suspend a Program Concentration
(Consent Item)**

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 745-6581

1. Identification of program:

- 1.1 Program reference number: 057
- 1.2 Program title: MBA – Finance Concentration (BFIN)
- 1.3 Credit hours: 30

2. Rationale for the program suspension: Offering this concentration is not viable at the current time due to limited faculty resources.

3. Effect on current students or other departments, if known: Students currently enrolled in the concentration will finish by the Spring of 2010.

4. Proposed term for implementation: Spring 2010

5. Dates of prior committee approvals:

MBA Committee	
Gordon Ford College of Business:	<u>March 19, 2008</u>
Graduate Council:	<u>October 9, 2008</u>
University Senate	<u></u>

Attachment: Program Inventory Form

Proposal Date: March 19, 2008

**Gordon Ford College of Business
Master of Business Administration
Proposal to Suspend a Program Concentration
(Consent Item)**

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 745-6581

1. Identification of program:

- 1.1 Program reference number: 057
- 1.2 Program title: MBA – Accounting Concentration (BACC)
- 1.3 Credit hours: 30

2. Rationale for the program suspension: Faculty resources are such that the concentration cannot be offered without causing hardship on the undergraduate Accounting program.

3. Effect on current students or other departments, if known: None. There are no students currently enrolled in the Accounting concentration.

4. Proposed term for implementation: Spring 2009

5. Dates of prior committee approvals:

MBACommittee	
Gordon Ford College of Business:	<u>March 19, 2008</u>
Graduate Council:	<u>October 9, 2008</u>
University Senate	<u></u>

Attachment: Program Inventory Form

INFORMATION ITEM

MEMO TO: Curriculum Committees

FROM: Dr. Jeanne Fiene, Head, Department of Educational Administration, Leadership, and Research
Dr. Sherry Powers, Head, Department of Special Instructional Programs

DATE: October 19, 2007

SUBJECT: Relocation of the Director of Special Education (DOSE) certification programs

Effective January 2008, the following certification programs will be moved administratively from the Department of Educational Administration, Leadership and Research to the Department of Special Instructional Programs in the College of Education and Behavioral Sciences:

Director of Special Education Planned Sixth-Year/Rank I (30 hours) – Ref. #121, Concentration Code PDS

Director of Special Education Endorsement (15 hours) – Ref. #131, Concentration Code PDS

This change is being made to provide students seeking this certification with appropriate advising from qualified faculty in Special Education. Questions about this change may be directed to Dr. Powers, Dr. Fiene, or Dr. Nedra Atwell, program advisor for students in the DOSE programs.

CEBS Curriculum Committee _____ 11/6/07 _____

Professional Education Council _____ 11/14/07 _____

Graduate Council _____ October 9, 2008 _____

University Senate _____