

Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: April 2010

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. Temporary Course

COMM 568 Organizational Identification*

II. Revise a Course Number

HIST 430G American Civil Rights Movement
HIST 443G Civil War and Reconstruction, 1850 – 1877
HIST 444G Gilded Age America
HIST 445G American Legal History to 1865
HIST 446G American Legal History Since 1865
HIST 447G History of American Popular Culture
HIST 452G American Civil Rights Movement
HIST 453G American Women's History
HIST 454G The History of Religion in America
HIST 456G Kentucky History
HIST 457G The Old South
HIST 458G New South
HIST 459G Immigrants in American History

III. Suspend Course

ENG 530 American Short Story
ENG 553 Studies in Restoration & 18th C. Literature
ENG 571 British Masterpieces in the Classroom
ENG 572 American Masterpieces in the Classroom
ENG 579 Studies in Victorian Literature
ENG 583 Shakespeare II
ENG 591 American Romanticism
ENG 594 Contemporary Fiction
ENG 595 Postcolonial Literature and Theory
INED 568 Ceramics and Plastics

IV. Delete a Course

GERM 438G German Lyric
PHIL 405G Existentialism
PHIL 500 Humanities Seminar
PHIL 501 Readings in Philosophy
PHIL 599 Thesis Research and Writing
REL 400G Contemporary Religious Thought
REL 402G Religious Studies as a Discipline
REL 415G Old Testament Themes

REL 440G Judaism
REL 445G Religious Traditions of Israel
PS 412G Kentucky Government & Politics
PS 424G Administrative Law
PS 440G Elements of Public Administration
THEA 491G Puppet Theatre
THEA 499G Independent Studies: British Theatre
IT 599 Thesis Research/Writing
CHEM 441G Advanced Organic Chemistry
CHEM 551 Advanced Physical Chemistry
CHEM 521 Advanced Organic Chemistry

V. Create a Course

ENG 474G Advanced Poetry Writing
ENG 475G Advanced Fiction Writing
ENG 504 Studies in American Literature
ENG 514 Studies in British Literature
ENG 524 Studies in World Literature
ENG 534 Studies in Genre
HIST 522 United States Since 1945
PS 512 Kentucky Government & Politics
PS 520 Elements of Public Administration
PS 524 Administrative Law
LME 591 Advanced Practicum in Library Media Education
CD 550 Consultation in Communication Disorders
CD 570 Administration and Supervision in Speech Language Pathology
CD 572 Contemporary Issues in Communication Disorders
BA 520 Critical Thinking and Business Ethics
BA 535 International Accounting Issues for Management Decision Making

VI. Revise Course Prerequisites

LME 590 Practicum

VII. Proposal to Revise Course Credit Hours

BA 580 Contemporary Issues in Business

VIII. Revise a Program

MA English, Ref. #067

Masters of Business Administration, Ref. #057

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 430G
- 1.2 Title: American Civil Rights Movement
- 1.3 Credit hours: 3

2. Proposed course number: 530

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our "G" courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 443G
- 1.2 Title: Civil War and Reconstruction, 1850 – 1877
- 1.3 Credit hours: 3

2. Proposed course number: 543

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our “G” courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	2/25/2010
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 444G
- 1.2 Title: Gilded Age America
- 1.3 Credit hours: 3

2. Proposed course number: 544

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our "G" courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 445G
- 1.2 Title: American Legal History to 1865
- 1.3 Credit hours: 3

2. Proposed course number: 545

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our "G" courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 446G
- 1.2 Title: American Legal History Since 1865
- 1.3 Credit hours: 3

2. Proposed course number: 546

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our "G" courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 447G
- 1.2 Title: History of American Popular Culture
- 1.3 Credit hours: 3

2. Proposed course number: 547

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our “G” courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 452G
- 1.2 Title: American Civil Rights Movement
- 1.3 Credit hours: 3

2. Proposed course number: 552

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our "G" courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 453G
- 1.2 Title: American Women's History
- 1.3 Credit hours: 3

2. Proposed course number: 553

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our "G" courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	2/25/2010
PCAL Curriculum Committee	3/4/2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 454G
- 1.2 Title: The History of Religion in America
- 1.3 Credit hours: 3

2. Proposed course number: 574

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our "G" courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 456G
- 1.2 Title: Kentucky History
- 1.3 Credit hours: 3

2. Proposed course number: 556

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our "G" courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 457G
- 1.2 Title: The Old South
- 1.3 Credit hours: 3

2. Proposed course number: 557

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our “G” courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 458G
- 1.2 Title: New South
- 1.3 Credit hours: 3

2. Proposed course number: 558

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our “G” courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb 10, 2010

**Potter College of Arts and Letters
Department of History
Proposal to Revise Course Number
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 459G
- 1.2 Title: Immigrants in American History
- 1.3 Credit hours: 3

2. Proposed course number: 559

3. Rationale for the revision of course number: This is part of a department-wide effort to replace our "G" courses with 500- and 600 level course numbers.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 530
- 1.2 Course title: American Short Story
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in Genre.

3. Effect of course suspension on programs or other departments, if known:
This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	1/22/10
PCAL Curriculum Committee	2/4/10
Professional Education Council	2/17/10
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 553
- 1.2 Course title: Studies in Restoration & 18th C. Literature
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in British Literature.

3. Effect of course suspension on programs or other departments, if known:
This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	<u>2/17/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 5 November 2009

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

Contact Person: karen.schneider@wku.edu

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 571
- 1.2 Course title: British Masterpieces in the Classroom
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum, and this course no longer fits in with our plan. The material covered in this course will be variously covered in other existing or proposed courses.

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

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	<u>2/17/2010</u>
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 5 November 2009

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

Contact Person: karen.schneider@wku.edu

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 572
- 1.2 Course title: American Masterpieces in the Classroom
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum, and this course no longer fits in with our plan. The material covered in this course will be variously covered in other existing or proposed courses.

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

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	<u>2/17/2010</u>
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 579
- 1.2 Course title: Studies in Victorian Literature
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in British Literature.

3. Effect of course suspension on programs or other departments, if known:
This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	<u>2/17/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 583
- 1.2 Course title: Shakespeare II
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Seminar in British Writers.

3. Effect of course suspension on programs or other departments, if known:
This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	<u>2/17/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 591
- 1.2 Course title: American Romanticism
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in American Literature.

3. Effect of course suspension on programs or other departments, if known:
This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	<u>2/17/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 594
- 1.2 Course title: Contemporary Fiction
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in World Literature or Studies in American Literature.

3. Effect of course suspension on programs or other departments, if known:
This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	<u>2/17/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 595
- 1.2 Course title: Postcolonial Literature and Theory
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in World Literature.

3. Effect of course suspension on programs or other departments, if known:
This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	<u>2/17/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 23, 2010

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)**

Contact Person: Laura McGee, laura.mcgee@wku.edu, 745-2401

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GERM 438G
- 1.2 Course title: German Lyric
- 1.3 Credit hours: 3.0

2. Rationale for the course deletion:

University policy requires that courses which have not been offered for four consecutive years be either deleted or suspended in the Course Inventory.

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

No effect.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Modern Languages Department: February 23, 2010

Potter College Curriculum Committee: March 4, 2010

Graduate Council 3/18/2010

University Senate _____

Attachment: Course Inventory Form

Proposal Date: February 15, 2010

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Delete a Course
(Consent Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PHIL 405G
- 1.2 Course title: Existentialism
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been taught for at least five years, and the department is not considering teaching it in the future. The undergraduate version of this course also is being deleted.

3. Effect of course deletion on programs or other departments, if known: None. The course is not required for either the major or minor in the new Philosophy program, nor is it a requirement in any program in another department. In addition, the department does not offer a graduate degree in Philosophy.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

Philosophy Program	February 10, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 15, 2010

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Delete a Course
(Consent Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PHIL 500
- 1.2 Course title: Humanities Seminar
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been taught for at least five years, and the department is not considering teaching it in the future. This course served the M.A. program in Humanities, which no longer exists.

3. Effect of course deletion on programs or other departments, if known: None. The course is not required for either the major or minor in the new Philosophy program, nor is it a requirement in any program in another department. In addition, the department does not offer a graduate degree in Philosophy.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

Philosophy Program	February 10, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 15, 2010

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Delete a Course
(Consent Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PHIL 501
- 1.2 Course title: Readings in Philosophy
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been taught for at least five years, and the department is not considering teaching it in the future. This course served the M.A. program in Humanities, which no longer exists.

3. Effect of course deletion on programs or other departments, if known: None. The course is not required for either the major or minor in the new Philosophy program, nor is it a requirement in any program in another department. In addition, the department does not offer a graduate degree in Philosophy.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

Philosophy Program	February 10, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 15, 2010

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Delete a Course
(Consent Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PHIL 599
- 1.2 Course title: Thesis Research and Writing
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been taught for at least five years, and the department is not considering teaching it in the future. This course served the M.A. program in Humanities, which no longer exists.

3. Effect of course deletion on programs or other departments, if known: None. The course is not required for either the major or minor in the new Philosophy program, nor is it a requirement in any program in another department. In addition, the department does not offer a graduate degree in Philosophy.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

Philosophy Program	February 10, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 15, 2010

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Delete a Course
(Consent Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: REL 400G
- 1.2 Course title: Contemporary Religious Thought
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been taught for at least five years, and the department is not considering teaching it in the future. Topics from this course are addressed in varying ways in other courses in the curriculum.

3. Effect of course deletion on programs or other departments, if known: None. The course is not required for either the Religious Studies major or minor, nor is it a requirement in any program in another department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

Religious Studies Program	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 15, 2010

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Delete a Course
(Consent Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: REL 402G
- 1.2 Course title: Religious Studies as a Discipline
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been taught for at least five years, and the department is not considering teaching it in the future. Topics from this course are addressed in varying ways in other courses in the curriculum.

3. Effect of course deletion on programs or other departments, if known: None. The course is not required for either the Religious Studies major or minor, nor is it a requirement in any program in another department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

Religious Studies Program	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 15, 2010

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Delete a Course
(Consent Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: REL 415G
- 1.2 Course title: Old Testament Themes
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been taught for at least five years, and the department is not considering teaching it in the future. Topics from this course are addressed in varying ways in other courses in the curriculum.

3. Effect of course deletion on programs or other departments, if known: None. The course is not required for either the Religious Studies major or minor, nor is it a requirement in any program in another department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

Religious Studies Program	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 15, 2010

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Delete a Course
(Consent Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: REL 440G
- 1.2 Course title: Judaism
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been taught for at least five years, and the department is not considering teaching it in the future. Topics from this course are addressed in varying ways in other courses in the curriculum.

3. Effect of course deletion on programs or other departments, if known: None. The course is not required for either the Religious Studies major or minor, nor is it a requirement in any program in another department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

Religious Studies Program	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 15, 2010

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Delete a Course
(Consent Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: REL 445G
- 1.2 Course title: Religious Traditions of Israel
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been taught for at least five years, and the department is not considering teaching it in the future. Topics from this course are addressed in varying ways in other courses in the curriculum.

3. Effect of course deletion on programs or other departments, if known: None. The course is not required for either the Religious Studies major or minor, nor is it a requirement in any program in another department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

Religious Studies Program	February 8, 2010
Department of Philosophy and Religion	February 17, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: January 29, 2010

**Potter College of Arts & Letters
Department of Political Science
Proposal to Delete a Course
(Consent Item)**

Contact Person: James Chappell, james.chappell@wku.edu, 745-6357

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PS 412G
- 1.2 Course title: Kentucky Government and Politics
- 1.3 Credit hours: Three (3)

2. Rationale for the course deletion:

This course is no longer relevant within the course structure of the Master of Public Administration Program. The material presented in this course is addressed in the newly created PS 512 course, which expands the material and adds new elements.

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

This course is being renumbered as a 500 level course (PS 512). Therefore, there will be no effect on any program or other department.

4. Proposed term for implementation:

Fall 2010

5. Dates of prior committee approvals:

MPA Program	<u>Feb 5, 2010</u>
Political Science Department:	<u>Feb. 5, 2010</u>
Potter College Curriculum Committee	<u>March 4, 2010</u>
Graduate Council	<u>_3/18/2010_____</u>
University Senate	<u>_____</u>

Attachment: Course Inventory Form

Proposal Date: January 29, 2010

**Potter College of Arts & Letters
Department of Political Science
Proposal to Delete a Course
(Consent Item)**

Contact Person: James Chappell, james.chappell@wku.edu, 745-6357

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PS 424G
- 1.2 Course title: Administrative Law
- 1.3 Credit hours: Three (3)

2. Rationale for the course deletion:

This course is no longer relevant within the course structure of the Master of Public Administration Program. The material presented in this course is addressed in the newly created PS 524 course, which expands the material and adds new elements.

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

This course is being renumbered as a 500 level course (PS 524). Therefore, there will be no effect on any program or other department.

4. Proposed term for implementation:

Fall 2010

5. Dates of prior committee approvals:

MPA Program	<u>Feb. 5, 2010</u>
Political Science Department:	<u>Feb. 5, 2010</u>
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>_3/18/2010_____</u>
University Senate	<u>_____</u>

Attachment: Course Inventory Form

Proposal Date: January 29, 2010

**Potter College of Arts & Letters
Department of Political Science
Proposal to Delete a Course
(Consent Item)**

Contact Person: James Chappell, james.chappell@wku.edu, 745-6357

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PS 440G
- 1.2 Course title: Elements of Public Administration
- 1.3 Credit hours: Three (3)

2. Rationale for the course deletion:

This course is no longer relevant within the course structure of the Master of Public Administration Program. The material presented in this course is addressed in the newly created PS 520 course, which expands the material and adds new elements.

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

This course is being renumbered as a 500 level course (PS 520). Therefore, there will be no effect on any program or other department.

4. Proposed term for implementation:

Fall 2010

5. Dates of prior committee approvals:

MPA Program	<u>Feb. 5, 2010</u>
Political Science Department:	<u>Feb. 5, 2010</u>
Potter College Curriculum Committee	<u>March 4, 2010</u>
Graduate Council	<u>_3/18/2010_____</u>
University Senate	<u>_____</u>

Attachment: Course Inventory Form

3/04/10

**Potter College
Department of Theatre & Dance
Proposal to Delete a Graduate Course
(Consent Item)**

Contact Person: Scott Stroot, scott.stroot@wku.edu, 56290

1. Identification of course:

- 1.1 Current course prefix and number: THEA 491G
- 1.2 Course title: Puppet Theatre
- 1.3 Credit hours: 03

2. Rationale for the course deletions: This previously suspended course has past the University policy deadline for reactivation, and, per policy, must now be deleted.

3. Effect of course suspension on programs or other departments, if known:
None that the department of Theatre and Dance are aware of.

4. Proposed term for implementation: 201020

5. Dates of prior committee approvals:

Department of Theatre and Dance: 2/16/10

Potter College Curriculum Committee: 3/4/10

Graduate Council: 3/18/2010

University Senate:

Attachment: Course Inventory Form

3/04/10

**Potter College
Department of Theatre & Dance
Proposal to Delete a Graduate Course
(Consent Item)**

Contact Person: Scott Stroot, scott.stroot@wku.edu, 56290

1. Identification of course:

- 1.1 Current course prefix and number: THEA 499G
- 1.2 Course title: Independent Studies: British Theatre
- 1.3 Credit hours: 03

2. Rationale for the course deletions: This previously suspended course has past the University policy deadline for reactivation, and, per policy, must now be deleted.

3. Effect of course suspension on programs or other departments, if known:
None that the department of Theatre and Dance are aware of.

4. Proposed term for implementation: 201020

5. Dates of prior committee approvals:

Department of Theatre and Dance: 2/16/10

Potter College Curriculum Committee: 3/4/10

Graduate Council: _3/18/2010_____

University Senate:

Attachment: Course Inventory Form

Proposal Date: 2/4/10

Ogden College
Department of Architectural and Manufacturing Sciences
Proposal to Delete a Course
(Consent Item)

Contact Person: Mark Doggett, mark.doggett@wku.edu, 270-745-6951

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: IT 599
- 1.2 Course title: Thesis Research/Writing
- 1.3 Credit hours: 1-6

2. Rationale for the course deletion:

IT 599 has been replaced by AMS 599, which serves the same purpose.

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

No effect on current degree programs or students.

4. Proposed term for implementation:

Fall 2010

5. Dates of prior committee approvals:

AMS Department 02/05/10

Ogden College Graduate Curriculum Committee 02/26/10

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date:2/17/2010

**Ogden College of Science and Engineering
Department of Chemistry
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bangbo Yan, bangbo.yan@wku.edu, 270-745-3943

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CHEM 441G
- 1.2 Course title: ADVANCED ORGANIC CHEMISTRY
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been offered since 2004 and will not be offered in the future.

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

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Chemistry Department/Division:	2/18/10
Ogden College Graduate Curriculum Committee	2/26/10
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/17/2010

**Ogden College of Science and Engineering
Department of Chemistry
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bangbo Yan, bangbo.yan@wku.edu, 270-745-3943

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CHEM 551
- 1.2 Course title: ADVANCED PHYSICAL CHEMISTRY
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been offered in more than 4 years and will not be offered in next 4-5 years.

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

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Chemistry Department	:	2/18/10
Ogden College Graduate Curriculum Committee		2/26/10
Graduate Council		<u>3/18/2010</u>
University Senate		_____

Attachment: Course Inventory Form

Proposal Date: 2/17/2010

**Ogden College of Science and Engineering
Department of Chemistry
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bangbo Yan, bangbo.yan@wku.edu, 270-745-3943

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CHEM 521
- 1.2 Course title: ADVANCED INORGANIC CHEMISTRY
- 1.3 Credit hours: 3

2. Rationale for the course deletion: This course has not been offered in more than 4 years and will not be offered in next 4-5 years.

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

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Chemistry Department	:	2/18/10
Ogden College Graduate Curriculum Committee		2/26/10
Graduate Council		<u>3/18/2010</u>
University Senate		_____

Attachment: Course Inventory Form

Proposal Date: 10 February 2010

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

Contact Person: Tom C. Hunley, tom.hunley@wku.edu, 745-5769

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 474G
- 1.2 Course title: Advanced Poetry Writing
- 1.3 Abbreviated course title: Advanced Poetry Writing
- 1.4 Credit hours: 3
- 1.5 Type of course: K, S
- 1.6 Prerequisites: ENG 305 or equivalent
- 1.7 Course catalog listing: An advanced, intensive course in the writing of poetry, emphasizing the practice and prevalent theories of contemporary poets.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course would serve our growing number of graduate students who wish to pursue creative writing but who now have only one graduate course available to them (ENG 501 Creative Writing Workshop). This course will provide the advanced knowledge of theory and the intensive practice needed for students who are considering a poet's vocation. Our one existing course does not really constitute a "track" in Creative Writing, which our M.A. endeavors to offer.
- 2.2 Projected enrollment in the proposed course: Eighteen students (undergrad and graduate)
- 2.1 Relationship of the proposed course to courses now offered by the department: This course would be the natural extension of a creative writing major or minor's undergraduate experience and training. It complements ENG 475G (currently proposed), Advanced Fiction Writing. It will also prepare students for ENG 501 Creative Writing Workshop, which can be tailored to specific students' writing interests and goals.
- 2.2 Relationship of the proposed course to courses offered in other departments: The course brings the creative writing program in line with other PCAL departments that offer advanced creative practice courses (e.g., "studio" courses in art), but is not in other ways related to courses outside our department.
- 2.3 Relationship of the proposed course to courses offered in other institutions: Many universities, including several of WKU's benchmark schools, have courses in place that are similar to the one that we are proposing. For example, at Wichita State University, graduate students

may take ENGL 805 (Creative Writing: Poetry); at Cal State-Fresno students have the option of taking ENGL 261 (Graduate Seminar in Writing Poetry) At Northern Arizona University, the graduate course is ENG 507 (Poetry Writing Workshop).

3. Discussion of proposed course:

- 3.1 Course objectives: To give students an opportunity to further develop poetry writing and related skills such as book reviewing, editing, and poetry writing pedagogy in preparation for pursuing poetry writing as a vocation.
- 3.2 Content outline: The content of the course will be presented through some combination of reading assignments, invention exercises, and the workshop method. Students will read published poetry and essays on the theoretical approaches to the art and craft of poetry writing. Much of the class will consist of reading and responding to students texts, using the workshop method. Graduate students will additionally explore book reviewing, editing, and creative writing pedagogy.
- 3.3 Student expectations and requirements: Students will complete a portfolio of original poems and an essay on the craft of poetry. They may be asked to participate in a public poetry reading. Additionally, graduate students will complete a project related to the poet's vocation.
- 3.4 Tentative texts and course materials: *Ordinary Genius* by Kim Addonizio, *Thirteen Ways of Looking for a Poem* by Wendy Bishop, *Poetic Meter and Poetic Form* by Paul Fussell, *Real Sofistikashun* by Tony Hoagland, and *The Norton Anthology of Modern and Contemporary Poetry* edited by Jahan Ramazani, Richard Ellmann, and Robert O'Clair

4. Resources:

- 4.1 Library resources: N/A
- 4.2 Computer resources: N/A

5. Budget implications:

- 5.1 Proposed method of staffing: Existing creative writing 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: Fall 2010

7. Dates of prior committee approvals:

English Department/Division: _____ 2/17/2010 _____

PCAL Curriculum Committee _____ 3/4/2010 _____

Graduate Council _____ 3/18/2010 _____

University Senate

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: 15 February 2010

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

Contact Person: David J. Bell, david.j.bell@wku.edu, 745-4406

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 475G
- 1.2 Course title: Advanced Fiction Workshop
- 1.3 Abbreviated course title: Advanced Fiction Writing
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: K, S
- 1.6 Prerequisites/corequisites: ENG 303 or equivalent
- 1.7 Course catalog listing: An advanced and intensive course exploring the techniques of writing fiction, emphasizing contemporary theory and practice.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will serve our graduate students in creative writing who do not currently have a workshop devoted solely to the study of fiction writing. We also believe this course will attract more graduate students to the major in creative writing.
- 2.2 Projected enrollment in the proposed course: 20
- 2.3 Relationship of the proposed course to courses now offered by the department: Will complement other graduate writing courses and will benefit from existing courses in literature and literary theory.
- 2.4 Relationship of the proposed course to courses offered in other departments: The focus on fiction writing makes this course unrelated to courses outside our department.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many institutions offer graduate fiction writing courses including Ball State University (ENG 407), Eastern Kentucky University (ENG 408), Miami University (ENG 420), and Murray State University (ENG 560).

3. Discussion of proposed course:

- 3.1 Course objectives: Students will study theories of writing fiction; write longer, more complex stories; discuss, study, and submit to the literary marketplace; and work on pieces of fiction with an eye toward writing a creative thesis.
- 3.2 Content outline: The content of the course will be presented through the workshop method. Students will begin the semester with readings of both

published fiction as well as theoretical approaches to the art and craft of fiction writing. The majority of the class will consist of reading and responding to student texts, using the workshop method.

3.3 Student expectations and requirements: Students will be required to read a variety of contemporary fiction and theory on fiction writing and complete and revise several lengthy works of fiction as well as read and critique the work of their peers. Students will also be expected to research and submit to the literary marketplace.

3.4 Tentative texts and course materials:
The Art of Fiction by John Gardner.
Aspects of the Novel by E.M. Forster
Best American Short Stories 2009, edited by Alice Sebold
The Elephant's Teach by D.G. Myers
On Becoming a Novelist by John Gardner
The Rhetoric of Fiction by Wayne C Booth

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty will teach the course
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

English Department/Division:	_____ 2/17/2010 _____
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: December 15, 2009

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

Contact Person: Kelly Reames, kelly.reames@wku.edu, 5-5720

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 504
- 1.2 Course title: Studies in American Literature
- 1.3 Abbreviated course title: Studies in Amer Lit
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L and S
- 1.6 Prerequisites:
- 1.7 Course catalog listing: Focuses on an area of study in American literature from a range of historical periods; explores a particular topic and/or an array of literary genres or modes. May be repeated once, for a total of 6 credit hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: Our current graduate curriculum lacks a consistent rationale and is too narrowly defined. Within the context of restructuring our graduate offerings in order to increase the coherence and flexibility of the curriculum, this course allows a variety of faculty to teach a range of historical periods and cultural contexts. The course may focus on a particular topic, historical period, geographical location, literary mode, or any other aspect of American literature, thus allowing the graduate faculty to offer a broader and more current range of material. The more flexible and up-to-date curriculum will allow us to take full advantage of our graduate faculty, will be more attractive to potential graduate students, and will better prepare our students for further graduate study.

The course offers students exposure to traditional literary and cultural history but also allows for innovative ways of looking at literature to reflect new ways of construing the evolving traditions of American literature. The new course may include material very similar to the content of one of the deleted courses (e.g., Realism and Naturalism in American Literature, the American Short Story, American Romanticism) but also provides an opportunity for specialization and ethnic inclusiveness.

- 2.2 Projected enrollment in the proposed course: 15, based on the average enrollment in current graduate courses
 - 2.3 Relationship of the proposed course to courses now offered by the department: The English department is in the process of revising its graduate courses; this course will replace current courses in American literature that are more narrowly defined (e.g., American Romanticism and the American Short Story). The course complements our other graduate offerings, which focus on one or more authors, a particular genre, or literature written in translation, thus creating a balanced curriculum.
 - 2.4 Relationship of the proposed course to courses offered in other departments: Because of its focus on literature and literary criticism, the proposed course does not significantly overlap with other courses offered in the university, though it may complement courses in Folk Studies and/or History that cover the same historical period as the literature studied in any given semester.
 - 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses (some more narrowly defined) offered at other institutions include Studies in American Literature at the University of North Carolina—Greensboro, Seminar in American Literature to 1865 and 1865-1910 at the University of Louisville, Readings in American Literature at the University of Tennessee, and Studies in American Literature: The Twentieth Century at Texas A&M.
- 3. Discussion of proposed course:**
- 3.1 Course objectives: Upon completion of the course, students will demonstrate an understanding of the literary and cultural trends and theoretical debates about the specified topic in American literature. Specifically, students should
 - Understand the literature within its historical and geographical contexts
 - Think and write critically about the literature at a graduate level
 - Be familiar with criticism appropriate to the focus of the course
 - Apply relevant theoretical concepts to the literature in a productive way
 - 3.2 Content outline: The content will vary by topic but will include literary texts as well as literary criticism about the topic. Course organization will also vary but would likely adopt a chronological and/or thematic structure. Possible topics for the course include African-American Literature, American Eco-Literature, the Puritan Imagination, Literature of the Working Class, American Regionalism, the American Gothic, Transcendentalism in American Literature, and so forth.

- 3.3 Student expectations and requirements: Requirements will include reading assigned texts, participating in discussion, completing written assignments (some with a research component), taking exams, and may include oral presentations.
- 3.4 Tentative texts and course materials: Will vary by topic but will include both literary texts and literary criticism.

4. Resources:

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Graduate faculty in the English department.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.

6. Proposed term for implementation: Fall 2010.

7. Dates of prior committee approvals:

English Department:	__1/22/2010__
Potter College Curriculum Committee	__2/4/10__
Professional Education Committee	2/17/10
Graduate Council	__3/18/2010__
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: November 16, 2009

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

Contact Person: Dr. Karen Schneider, karen.schneider@wku.edu, 745-3046

1. Identification of proposed course

- 1.1 Course prefix and number: ENG 514
- 1.2 Course title: Studies in British Literature
- 1.3 Abbreviated course title: Studies in Brit Lit
- 1.4 Credit hours: 3
- 1.5 Schedule type: L and S
- 1.6 Prerequisites: none
- 1.7 Course description: Focuses on an area of study in British literature from a range of historical periods; explores a particular topic and/or an array of literary genres or modes. May be repeated once, for a total of 6 credit hours.

2. Rationale

- 2.1 Reason for developing the proposed course: Our current graduate curriculum lacks a consistent rationale and is too narrowly defined. Within the context of restructuring of our graduate offerings in order to increase the coherence and flexibility of the curriculum, this course allows a variety of faculty to teach a range of historical periods and cultural contexts. The course may focus on a particular topic, historical period, geographical location, literary mode, or any other aspect of British literature, thus allowing the graduate faculty to offer a broader and more current range of material. The more flexible and up-to-date curriculum will allow us to take full advantage of our graduate faculty, will be more attractive to potential graduate students, and will better prepare our students for further graduate study.

The course offers students exposure to traditional literary and cultural history but also allows for innovative ways of looking at literature to reflect new ways of construing the evolving traditions of British literature. The new course may include material very similar to the content of one of our deleted courses (e.g., the Victorian Novel, Restoration Drama, Romantic Poetry, British Modernism), but also provides an opportunity for more specialization and geographic inclusiveness.

2.2 Projected enrollment: 15, based on the average enrollment in current graduate classes

2.3 Relationship of the proposed course to other offerings in the department:

The English department is in the process of revising its graduate courses; this course will replace the current courses in British literature that are more narrowly defined. The course complements our other graduate offerings, which more specifically focus on one or more authors, a particular genre, or literature written in translation, thus creating a balanced curriculum.

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

Because of its focus on literature and literary criticism, the proposed course does not significantly overlap with other courses offered in the university, though it may complement courses in Folk Studies and/or History that cover the same historical period as the literature studied in any given semester.

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

A number of other universities offer broadly defined graduate courses to cover the same material and approaches: For example, the University of Kentucky's introductory graduate offerings are designated "studies" courses, organized by historical periods and geographical location rather than single authors; Western Illinois University has similarly flexible course offerings such as "Topics in Literature"; Indiana State University offers a Seminar in British Literature before 1800 and one after 1800.

3. Discussion of proposed course

3.1 Course Objectives: Upon completion of the course, students will demonstrate an understanding of the literary and cultural trends and theoretical debates about the specified topic in British Literature. Specifically, students will

- understand the literature within its historical and geographical context
- think and write critically about the literature at a graduate level
- be familiar with criticism appropriate to the focus of the course
- apply relevant theoretical concepts to the literature in a productive way

3.2 Course content outline: The content will vary by topic but will include literary texts and literary criticism about the topic. Course organization will also vary but would likely adopt a chronological

and/or thematic structure. Possible topics include Irish literature, the Literature of Imperialism, the Arthurian Tradition, Milton and Romanticism, Satire, Shakespeare & Adaptation, British Modernism and its Discontents.

- 3.3 Requirements and Evaluation: Requirements will include reading assigned texts, participating in discussion, writing papers, doing research, taking exams, and may include oral presentations.
- 3.4 Tentative texts and course materials: Will vary by topic but could include an anthology of early English literature, such as *The Longman Anthology of British Literature*, (Ed. David Damrosch, 2009) and/or a selection of individual works of fiction, drama, and poetry, depending on focus in any given semester.

4. Resources

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

5. Budget Implications

- 5.1 Proposed method of staffing: current graduate faculty
- 5.2 Special equipment needed: none

6. Implementation : 201030

7. Dates of review/approvals:

English Department/Division	1/22/2010
PCAL Curriculum Committee	2/4/10
Professional Education Committee	_____ 2/17/10
Graduate Council	_3/18/2010_____
University Senate	_____

Attachment: Course Inventory Form, Library Form

Proposal Date: 11/10/2009

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

Contact Person: Niko Endres, nikolai.endres@wku.edu, 745 5718

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 524
- 1.2 Course title: Studies in World Literature
- 1.3 Abbreviated course title: Studies in World Lit
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture and Seminar
- 1.6 Prerequisites:
- 1.7 Course catalog listing: A study of world literature, ranging widely over historical periods (classical to modern) and geographical areas (Eastern and Western), including both canonical works and non-traditional literatures; topics will vary every semester. May be repeated once, for total of six credit hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: We are redesigning our graduate curriculum to make it more current, more flexible, and less restricted to American and British literature. The new course arrangement will also enable the graduate faculty to teach to their many strengths and will encourage them to stay abreast of trends in literary criticism and theory. This particular course adds a flexible international dimension, which has been lacking, to the curriculum. Overall, our new program will better serve our graduate students and be more competitive.
- 2.2 Projected enrollment in the proposed course: 15, based on average enrollment in current graduate classes
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will complement our other literature offerings, such as Studies in American Literature and Studies in British Literature (which are being developed simultaneously), and it will add an alternative to the Western tradition.
- 2.4 Relationship of the proposed course to courses offered in other departments: Since the course is designed for graduate students in English and in education with emphasis in English, it will not duplicate offerings in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this one are standard offerings at universities nationwide in either English or comparative literature departments, for example, Cultural Backgrounds of Western Literature,

Southern Illinois University; Readings in World Literature, University of Chicago; World Literary Topics, Stephen F Austin University; Seminar in World Literature, North Carolina State; Studies in Post Colonial Literature, Northwestern University.

3. Discussion of proposed course:

- 3.1 Course objectives: As a leading American university with an international reach, we need to expose our students to literatures outside their comfort zone. At the same time, students need to familiarize themselves with the foundations of their own culture, which is overwhelmingly derived from classical models. Because World Literature ranges widely over historical periods (classical to modern) and geographical areas (Eastern and Western) and because World Literature includes both canonical works and non traditional texts, the course offers a unique opportunity for multiple approaches. If not citizens of the world, students will be readers of the world.
- 3.2 Content outline: It will vary, depending on the particular focus each semester. The following are examples of possible content:

Model 1: Studies in Great Books of World Literature

Although the Western canon has been challenged, it can be profitably supplemented with non-Western texts and show a fascinating dialogue, where new approaches (e.g., feminist, non-Western, multicultural, postcolonial, queer) throw a different light on the classics of world literature. Divine Origins: *The Epic of Gilgamesh*, Hesiod's *Theogony*, Genesis, and Ovid's *Metamorphoses*; Tragic Entanglements: Aeschylus' *The Oresteian Trilogy*, Eugene O'Neill's *Mourning Becomes Electra* (movie), and Jean Paul Sartre's *The Flies*; Epic Adventures: Homer's *Odyssey*, James Joyce's *Ulysses*, and Derek Walcott's *Omeros*; Strange Transformations: Ovid's *Metamorphoses*, Franz Kafka's *The Metamorphosis*, Gabriel Garcia Marquez' *One Hundred Years of Solitude*, and Salman Rushdie, *The Satanic Verses*.

Model 2: Studies in Postcolonial World Literature

Postcolonial World Literature focuses on how the legacies of imperialism have shaped literature and culture from the mid-twentieth century to the present and fulfills a need for attention to global literature written in English. Texts focus on Africa, the Caribbean, Great Britain, South Asia, and the Pacific Rim, with attention to how these texts explore issues such as nationalism, war and violence, sexuality, gender, race, identity, and language. Joseph Conrad's *Heart of Darkness* will be paired with Chinua Achebe's *Things Fall Apart* and the movie *Apocalypse Now*. Other authors include Salman Rushdie, Wole Soyinka, Bessie Head, Michelle

Cliff, Keri Hulme, and Eavan Boland. Theoretical works range from Edward Said, Stuart Hall, Gayatri Spivak, to Homi Bhabba.

Model 3: The Cultural Intersections of World Literature

This course revolves around the theme of cultural intersections, especially the adaptation of elements of a newer dominant culture into older cultural traditions. Texts include Salman Rushdie's *The Ground Beneath Her Feet*, Haruki Murakami's *Kafka on the Shore*, and Zhang ke Jia's *The World*. Discussion topics will include the Oedipus complex, the (r)evolution of music, the subversion of hegemony, and film as the new medium of world literature.

- 3.3 Student expectations and requirements: Students will give class presentations, conduct independent research, write papers, take exams, and possibly give oral presentations.
- 3.4 Tentative texts and course materials: Several anthologies of world literature are available (Norton, Longman, Broadview) that can be supplemented with individual texts. Other anthologies that focus on specific aspects of World Literature may be appropriate, depending on the focus of the course any given semester. In addition, many materials can be downloaded for free.

4. Resources:

- 4.1 Library resources: adequate
- 4.2 Computer resources: adequate

5. Budget implications:

- 5.1 Proposed method of staffing: adequate with existing graduate faculty
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

English Department: _____ 1/22/2010 _____

PCAL Curriculum Committee _____ 2/4/10 _____

Professional Education Committee 2/17/10

Graduate Council _____ 3/18/2010 _____

University Senate

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: 15 December 2009

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

Contact Person: Kelly Reames, kelly.reames@wku.edu, 5-5720

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 534
- 1.2 Course title: Studies in Genre
- 1.3 Abbreviated course title: Studies in Genre
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L and S
- 1.6 Prerequisites:
- 1.7 Course catalog listing: Study of a particular genre, such as the novel, short stories, life writing, poetry, or drama. Topics will vary. May be repeated once, for total of six credit hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: We are redesigning our graduate curriculum to make it more current, more flexible, and less restricted to American and British literature. The new course arrangement will also enable the graduate faculty to teach to their many strengths and will encourage them to stay abreast of trends in literary criticism and theory. This particular course will give students the opportunity for in-depth study of a particular genre, including its characteristics and literary history as well as theoretical debates surrounding it. It will also provide instructors more flexibility in creating course topics, as the course is not limited to a particular time period or nationality.
- 2.2 Projected enrollment in the proposed course: 15, based on average enrollment in current graduate classes.
- 2.3 Relationship of the proposed course to courses now offered by the department: The English department is in the process of revising its graduate courses to increase flexibility and breadth. The only two current graduate courses that focus on a particular genre (ENG 530 The American Short Story and ENG 594 Contemporary Fiction) are limited by time period or country and will no longer be offered once the new courses are in place. The new course complements our other graduate offerings, which focus on one or more authors, or topics in various national literatures.

- 2.4 Relationship of the proposed course to courses offered in other departments:
Because of its focus on literature and literary criticism, the proposed course does not significantly overlap with other courses offered in the university, though it may complement courses in Folk Studies and/or History that cover the same historical period as the literature studied in any given semester.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses exist at many institutions, for example, Studies in Genre at American University, Comparative Studies in Genre at Northwestern, Genre Studies in African American Literature at the University of Louisville.
3. **Discussion of proposed course:**
 - 3.1 Course objectives: Upon completion of the course, students will demonstrate an understanding of the characteristics, terminology, literary history, and theoretical debates surrounding a particular genre and its study.
 - 3.2 Content outline: The content will vary by topic but will include texts in the genre as well as literary criticism about the genre. Possible topics include the Short Story, the African-American Novel, the Medieval Epic, Modern Drama, Biography, the Personal Essay, Lyric Poetry, Historiographic Metafiction and so forth.
 - 3.3 Student expectations and requirements: Students requirements will include reading assigned texts, participating in discussion, writing papers (some with a research component), taking exams, and may include oral presentations.
 - 3.4 Tentative texts and course materials: Will vary by topic but will include texts in the genre as well as literary criticism about the genre.
4. **Resources:**
 - 4.1 Library resources: Current holdings are adequate.
 - 4.2 Computer resources: Adequate.
5. **Budget implications:**
 - 5.1 Proposed method of staffing: Graduate faculty in the English department.
 - 5.2 Special equipment needed: None.
 - 5.3 Expendable materials needed: None.
 - 5.4 Laboratory materials needed: N/A
6. **Proposed term for implementation: Fall 2010.**

7. Dates of prior committee approvals:

English Department:	___1/22/2010___
Potter College Curriculum Committee	___2/4/10___
Professional Education Committee	2/17/10
Graduate Council	__3/18/2010___
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: Feb 10, 2010

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:

- 1.1 Course prefix (subject area) and number: HIST 522
- 1.2 Course title: United States Since 1945
- 1.3 Abbreviated course title: United States Since 1945
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/Corequisites: none
- 1.7 Course catalog listing: A study of all phases of United States history since 1945.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will be the graduate “sibling” to HIST 449—United States Since 1945. Currently that course has no “G” component, meaning that the department cannot offer graduate-level courses on U.S. history since 1945. This course will fill that gap.
- 2.2 Projected enrollment in the proposed course: This course will be offered as a free-standing course, but will also figure prominently in the new online joint EdS program. We estimate an enrollment of 20 students each year, based on the cohort numbers for the online joint EdS.
- 2.3 Relationship of the proposed course to courses now offered by the department: No relation to any graduate course, except as the next in the sequence after HIST 520: United States 1900 – 1945, and as a more general course of study than HIST 526 (Intellectual History of 20th century).
- 2.4 Relationship of the proposed course to courses offered in other departments: No other departments offer a course on the history of the United States since 1945, although some departments offer tangentially related topical courses, including SPAN 476G (Twentieth Century Spain) and ENG 457G (Modern British Literature).
- 2.5 Relationship of the proposed course to courses offered in other institutions: This is a common course in history departments throughout the nation, including the University of Georgia (HIST 2112), American University (HIST 500), the University of North Carolina (HIST 580), Florida State (AMH 5279), Montclair State (HIST 519), and Emory University (HIST 545). This list is meant to be representative of a wide range of universities and is in no way exhaustive.

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 history of the United States since 1945. 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 ways in which the United States acted within, was acted upon, and helped shape domestic and foreign events.
- 3.2 Content outline: This is tentative, but content will include, but is not limited to:
The Creation of NATO
The Cold War
Presidential Elections
The 1960s
Cultural politics in the 1950s
Various movements, including the women's movement, "power" movements, student protests, etc.
The Reagan "Revolution"
The Vietnam War
Etcetera
- 3.3 Student expectations and requirements: Graduate students will be expected to engage in critical analysis of the materials, based on extensive readings and written work. The course evaluation will be based on exams, research, class participation.
- 3.4 Tentative texts and course materials: These include, but are not limited to:
Walter LaFeber, *America, Russia, and the Cold War* [most recent ed.]
Emily Rosenberg and Norman Rosenberg, *In Our Times: America Since World War II*
Alonzo Hamby, *Liberalism and Its Challengers: From FDR to Reagan*
Lawrence Wittner, *Cold War America: From Hiroshima to Watergate*
Tom Paterson, *Soviet-American Confrontation*
John Gaddis, *The United States and the Origins of the Cold War*
Carolyn Eisenberg, *Drawing the Line*
Tom Engelhardt, *The End of Victory Culture*
Michael Sherry, *In the Shadow of War*
Melvyn Leffler, *A Preponderance of Power*
Thomas McCormick, *America's Half-Century*
Walter LaFeber, *The Clash: A History of U.S.-Japan Relations*
George McT. Kahin and Audrey Kahin, *Subversion as Foreign Policy: The Secret Eisenhower and Dulles Debacle in Indonesia*
Richard Immerman, *The CIA in Guatemala*
Piero Gleijeses, *Shattered Hope: The Guatemalan Revolution and the United States*
Thomas Paterson, *Contesting Castro*
Wayne S. Smith, *The Closest of Enemies: A Personal and Diplomatic*

Account of U.S.-Cuban Relations Since 1957
Michael Weis, *Cold Warriors and Coups d'Etat: Brazilian-American Relations, 1945-1964*
Peter Smith, *Talons of the Eagle: The Dynamics of U.S.-Latin American Relations*
Raymond Bonner, *Weakness and Deceit: U.S. Policy and El Salvador*
William Appleman Williams, *The United States, Cuba, and Castro Movement, 1945 to the 1960s*
Stephanie Coontz, *The Way We Never Were: American Families and the Nostalgia Trap*
Rickie Solinger, *Wake Up Little Susie: Single Pregnancy and Race Before Roe v. Wade*
Elizabeth Lapovsky Kennedy and Madeline Davis, *Boots of Leather, Slippers of Gold: The History of a Lesbian Community*
John D'Emilio, *Intimate Matters: A History of Sexuality in America*
James Jones, *Alfred Kinsey: A Public/Private Life*
Sara Evans, *Personal Politics*
Alice Echols, *Daring to be Bad: Radical Feminism in America, 1967-1975*
Mary King, *Freedom Song: A Personal Story of the 1960s Civil Rights Movement*
Betty Friedan, *The Feminine Mystique*
Susan Faludi, *Backlash: The Undeclared War Against American Women*
Clayborne Carson, *In Struggle: SNCC and the Black Awakening of the 1960s*
Charles Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*
David Garrow, *Bearing the Cross: Martin Luther King and the Southern Christian Leadership Conference*
Taylor Branch, *Parting the Waters: America in the King Years, 1954-1963*
Manning Marable, *How Capitalism Underdeveloped Black America*
Clayborne Carson and others, *Malcolm X: The FBI File*
Malcolm X, *The Autobiography of Malcolm X*
Peter Goldman, *The Death and Life of Malcolm X*
James Cone, *Martin and Malcolm and America: A Dream or a Nightmare?*
Cheryl Greenberg, ed., *A Circle of Trust: Remembering SNCC*
Kay Mills, *This Little Light of Mine: the Life of Fannie Lou Hamer*
Joanne Grant, *Ella Baker: Freedom Bound*
Stokely Carmichael and Charles Hamilton, *Black Power: The Politics of Liberation in America*
Julius Lester, *Look Out Whitey! Black Power's Gon' Get Your Mama!*
C. Eric Lincoln, *The Black Muslims in America*
James Jones, *Bad Blood: A Tragedy of Race and Medicine*
Noam Chomsky, *Necessary Illusions: Thought Control in Democratic Societies*
Gore Vidal, *United States: Essays, 1952-1992*
Athan Theoharis, *The Boss: J. Edgar Hoover and the Great American*

Inquisition

Gary May, *China Scapegoat: The Diplomatic Ordeal of John Carter Vincent*

Mark Hertsgaard, *On Bended Knee: The Press and the Reagan Presidency*

Noam Chomsky, *At War With Asia*

George McT. Kahin, *Intervention: How America Became Involved in Vietnam*

Gabriel Kolko, *Anatomy of a War: the United States, Vietnam, and the Modern Historical Experience*

Robert Schulzinger, *A Time for War: The United States and Vietnam, 1941-1975*

Neil Sheehan, *A Bright Shining Lie*

Richard Moser, *The New Winter Soldiers: GI and Veteran Dissent during the Vietnam Era*

Neil Jameson, *Understanding Vietnam*

William Duiker, *Sacred War*

Edward P. Morgan, *The Sixties Experience: Hard Lessons About Modern America*

James Miller, *Democracy Is In the Streets*

Tom Wells, *The War Within*

Abe Peck, *Uncovering the Sixties: The Life and Times of the Underground Press*

Marty Jezer, *Abbie Hoffman: American Rebel*

David Cate, *The Year of the Barricades: A Journey Through 1968*

Douglas T. Miller, *On Our Own: Americans in the Sixties*

William Chafe, *Never Stop Running: Allard Lowenstein and the Struggle to Save American Liberalism*

Terry Anderson, *The Movement and the Sixties*

Paul Chaat Smith and Robert Allen Warrior, *Like a Hurricane: The Indian Movement from Alcatraz to Wounded Knee*

Peter Matthiessen, *In the Spirit of Crazy Horse*

Peter Matthiessen, *Sal Si Puedes: Cesar Chavez and the New American Revolution*

Martin Lee, *Acid Dreams: the Complete Social History of LSD, the CIA, the Sixties, and Beyond*

Pete Hamill, *Why Sinatra Matters*

Greil Marcus, *Lipstick Traces: The Secret History of the Twentieth Century*

Stanley Kutler, *The Wars of Watergate: the Last Crisis of Richard Nixon*

Joan Hoff, *Nixon Reconsidered*

Seymour Hersh, *The Price of Power: Kissinger in the Nixon White House*

Noam Chomsky, *World Orders, Old and New*

Andrew Zimbalist, *Sports, Jobs, and Taxes: The Economic Impact of Sports, Teams, and Taxes*

4. Resources:

- 4.1 Library resources: current resources are adequate

- 4.2 Computer resources: current resources are adequate
- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Current staffing is adequate
 - 5.2 Special equipment needed: none
 - 5.3 Expendable materials needed: none
 - 5.4 Laboratory materials needed: None.
- 6. **Proposed term for implementation: Fall 2010**
- 7. **Dates of prior committee approvals:**

History Department:	<u>2/25/2010</u>
PCAL Curriculum Committee	<u>3/4/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: January 29, 2010

**Potter College of Arts & Letters
Department of Political Science
Proposal to Create a New Course
(Action Item)**

Contact Person: James L. Chappell, james.chappell@wku.edu, 745-6357

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PS 512
- 1.2 Course title: Kentucky Government & Politics
- 1.3 Abbreviated course title: Kentucky Government and Politics
- 1.4 Credit hours and contact hours: three (3)
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: This course will trace the role and influence of various political and social institutions in the state's political development and their implications for the current political and governmental situation.

2. Rationale:

- 2.1 Reason for developing the proposed course: Following NASPAA accreditation, the MPA Program is renumbering all 400G level course to 500 level courses in order to place them within the overall numbering scheme of the Program and reflect the expanded treatment of the course material.
- 2.2 Projected enrollment in the proposed course: 20, enrollment has been strong for the existing course (Summer 2009 = 12, Summer 2008 = 7, Summer 2007 = 10, Summer 2006 = 9, Summer 2004 = 23). Enrollment will probably increase with the renumbering due to the current limit of twelve hours of 400G level courses in graduate programs.
- 2.3 Relationship of the proposed course to courses now offered by the department: PS 512 is a replacement for PS 412G, which serves to provide a look at the practice of public administration within Kentucky. There is no other course within the MPA Program that addresses this element of the field of public administration.
- 2.4 Relationship of the proposed course to courses offered in other departments: With its emphasis on the public sector within Kentucky, there are no courses in other departments that match with this course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many universities in Kentucky, such as University of Kentucky, University of Louisville, Eastern Kentucky University and Northern Kentucky University have courses on Kentucky government and politics.

3. Discussion of proposed course:

3.1 Course objectives:

- Introduces students to the analysis of Kentucky government and politics
- Serves as a basis for further study in this area
- Identify governmental systems and processes within Kentucky
- Analyze the various factors/components of these elements
- Formulate their own position relative to government and politics within Kentucky

3.2 Content outline: Course topics include, but are not limited to, the following:

- Kentucky Constitution
- Legislative Processes
- Biennial Budget Process
- State Policies and Procedures
- Intergovernmental Relations
- Public Service Ethics in Kentucky
- Area Development Districts (ADDs)
- Kentucky's Bureaucracy
- Kentucky Politics

3.3 Student expectations and requirements: Students will be introduced to materials, cases, and readings as a means of reviewing the practice of public administration within Kentucky. The materials will introduce students to the broad field of Kentucky government. The selected readings will enable students to connect abstract concepts to concrete Kentucky practices. Case studies and other exercises will allow students to demonstrate a mastery of the concepts. Students will analyze case studies and participate in other exercises. Student led discussions of assigned materials, class lectures, exams, and course projects will encompass the majority of the course assignments.

3.4 Tentative texts and course materials:

Miller, Penny M., (1994), Kentucky Politics and Government, University of Nebraska Press (ISBN 0803282060).

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Since this is the renumbering of an existing course that is currently being offered, there will be no additional staffing needs.
- 5.2 Special equipment needed: Sufficient
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. **Proposed term for implementation: Fall 2010**

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

MPA Program

January 29, 2010

Political Science Department:

January 29, 2010

Potter College Curriculum Committee

March 4, 2010

Graduate Council

3/18/2010

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: January 29, 2010

**Potter College of Arts & Letters
Department of Political Science
Proposal to Create a New Course
(Action Item)**

Contact Person: James L. Chappell, james.chappell@wku.edu, 745-6357

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PS 520
- 1.2 Course title: Elements of Public Administration
- 1.3 Abbreviated course title: Elements of Public Admin.
- 1.4 Credit hours and contact hours: three (3)
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: Introductory survey of governmental administration; emphasizes relationships between political issues and the practice of administration in all areas of the public sector.

2. Rationale:

- 2.1 Reason for developing the proposed course: Following NASPAA accreditation, the MPA Program is renumbering all 400G level course to 500 level courses in order to place them within the overall numbering scheme of the Program and reflect the expanded treatment of the course material.
- 2.2 Projected enrollment in the proposed course: 25, enrollment has been strong for the existing course (Spring 2009 = 20, Fall 2008 = 21, Summer 2008 = 13, Spring 2008 = 23). Enrollment will probably increase with the renumbering due to the current limit of twelve hours of 400G level courses in graduate programs.
- 2.3 Relationship of the proposed course to courses now offered by the department: PS 520 is a replacement for PS 440G, which serves as a gateway course for the MPA Program. This course serves as an overview or survey of the major elements within public administration.
- 2.4 Relationship of the proposed course to courses offered in other departments: With its emphasis on the public sector, there are no courses in other departments that match with this course. However, students from other departments, where there is no significant administrative emphasis, find that this course helps orient them to management in their specific area.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many universities in Kentucky, such as University of Kentucky, University of Louisville, Eastern Kentucky University and Northern Kentucky University, and across the United States, such as

California State University, Fresno State and Northern Arizona University, have foundational courses that prepare students for public service.

3. Discussion of proposed course:

3.1 Course objectives:

- Familiarize students with the practice of public administration
- Develop an understanding of the various elements that comprise the practice of public administration
- Enhance their skills in dealing with the various problems encountered in the practice of public administration

3.2 Content outline: Course topics include, but are not limited to, the following:

- Evolution of Public Administration
- Bureaucracy
- Administrative Ethics
- Public Personnel
- Public Budgeting
- Public Sector Organizations
- Policy Analysis
- Policy Evaluation
- Public Planning
- Public Management Theories
- Intergovernmental Relations
- Congressional Oversight
- Presidential Executive Orders
- Judicial Review

3.3 Student expectations and requirements: Students will be introduced to materials and readings as a means of reviewing the practice of public administration. The selected readings will enable students to connect abstract concepts to concrete situations in public administration. Case studies and other exercises will allow students to demonstrate a mastery of the concepts. Students will analyze case studies and participate in other exercises. Student led discussions of assigned materials, class lectures, exams, and course projects will encompass the majority of the course assignments.

3.4 Tentative texts and course materials:

Shafritz, Jay M. & Hyde, Albert C., (2007), Classics of Public Administration, 6th Ed., Thompson Wadsworth (ISBN 0495189561).

Rosenbloom, David H.; Kravchuk, Robert S.; & Clerkin, Richard M., (2009), Public Administration Understanding Management, Politics, and Law in the Public Sector, 7th Ed., McGraw Hill (007340389X).

4. Resources:

- 4.1 Library resources: No additional library resources will be required above those already provided in conjunction with the existing course (PS 440G).
 - 4.2 Computer resources: No additional technical resources will be required above those already provided in conjunction with the existing course (PS 440G).
- 5. Budget implications:**
- 5.1 Proposed method of staffing: Since this is the renumbering of an existing course that is currently being offered, there will be no additional staffing needs.
 - 5.2 Special equipment needed: Sufficient
 - 5.3 Expendable materials needed: None
 - 5.4 Laboratory materials needed: None
- 6. Proposed term for implementation: Fall 2010**
- 7. Dates of prior committee approvals:**
- | | |
|-------------------------------------|------------------|
| MPA Program | January 29, 2010 |
| Political Science Department: | January 29, 2010 |
| Potter College Curriculum Committee | March 4, 2010 |
| Graduate Council | _3/18/2010_____ |
| University Senate | _____ |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: January 29, 2010

**Potter College of Arts & Letters
Department of Political Science
Proposal to Create a New Course
(Action Item)**

Contact Person: James L. Chappell, james.chappell@wku.edu, 745-6357

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PS 524
- 1.2 Course title: Administrative Law
- 1.3 Abbreviated course title: Administrative Law
- 1.4 Credit hours and contact hours: three (3)
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: A study of the development of and trends in administrative law with emphasis on the problems caused by the exercise of quasi legislative and quasi judicial powers by administrative agencies.

2. Rationale:

- 2.1 Reason for developing the proposed course: Following NASPAA accreditation, the MPA Program is renumbering all 400G level course to 500 level courses in order to place them within the overall numbering scheme of the Program and reflect the expanded treatment of the course material.
- 2.2 Projected enrollment in the proposed course: 20, enrollment has been strong for the existing course (Summer 2009 = 10, Summer 2008 = 9, Summer 2007 = 15, Summer 2006 = 11, Summer 2005 = 14). Enrollment will probably increase with the renumbering due to the current limit of twelve hours of 400G level courses in graduate programs.
- 2.3 Relationship of the proposed course to courses now offered by the department: PS 524 is a replacement for PS 424G, which serves to provide a legal perspective for the practice of public administration. There is no other course within the MPA Program that addresses this element of the field of public administration.
- 2.4 Relationship of the proposed course to courses offered in other departments: With its emphasis on the public sector, there are no courses in other departments that match with this course. However, students from other departments, where there is no significant legal emphasis, find that this course helps orient them to the legal environment in their specific area.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many universities in Kentucky, such as University of Kentucky, University of Louisville, Eastern Kentucky University and Northern Kentucky University, and across the United States, such as

California State University, Fresno State and Northern Arizona University, have foundational courses that prepare students for the legal environment of public service.

3. Discussion of proposed course:

3.1 Course objectives:

- Introduces students to administrative law in the public sector
- Understand the various components of administrative law
- Analyze problems found in these components
- Demonstrate an understanding of the administrative process
- Understand how executive, Legislative and judicial actions impact the administrative process

3.2 Content outline: Course topics include, but are not limited to, the following:

- Public Sector Ethics
- Adjudication
- Judicial Review
- Administrative Processes
- Agency Policy and Procedures
- Negotiation and Arbitration
- Administrative Law Judges
- Public Personnel Issues
- Budgetary Constraints
- Case Law and Presidents

3.3 Student expectations and requirements: Students will be introduced to materials, cases, and readings as a means of reviewing the practice of administrative law. The selected readings will enable students to connect abstract concepts to concrete legal positions. Case studies and other exercises will allow students to demonstrate a mastery of the concepts. Students will analyze case studies and participate in other exercises. Student led discussions of assigned materials, class lectures, exams, and course projects will encompass the majority of the course assignments.

3.4 Tentative texts and course materials:

Schuck, Peter H., (2004), Foundations of Administrative Law, 2nd ed., Foundation Press, N.Y., (ISBN 158786710).
Scheb, John M. and Scheb II, John M., (2005), Law and the Administrative Process, Thomson Wadsworth, (ISBN 0534177085).

4. Resources:

- 4.1 Library resources: Sufficient
4.2 Computer resources: Sufficient

5. Budget implications:

- 5.1 Proposed method of staffing: Since this is the renumbering of an existing course that is currently being offered, there will be no additional staffing needs.
- 5.2 Special equipment needed: Sufficient
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

MPA Program	January 29, 2010
Political Science Department	January 29, 2010
Potter College Curriculum Committee	March 4, 2010
Graduate Council	<u>3/18/2010</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 2/17/10

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: LME 591
- 1.2 Course title: Advanced Practicum in Library Media Education
- 1.3 Abbreviated course title: Advanced Practicum LME
- 1.4 Credit hours and contact hours: 1 hour
- 1.5 Type of course: Practicum
- 1.6 Prerequisites: LME 501, LME 512, LME 537, and instructor permission. Students seeking initial Kentucky teaching certification must be admitted to Professional Education prior to enrollment.
- 1.7 Course catalog listing: Field-based experience in an appropriate setting under a certified library media specialist; the course is for students in a certification-only or Rank I program for P-12 School Media Librarian.

2. Rationale:

- 2.1 Reason for developing the proposed course: The course is designed for graduates of the Master of Science in Library Media Education program who are seeking certification in school library media as part of the School Library Media certification-only policy and/or Planned Sixth-Year (Rank I) program. Completion of a minimum of 40 hours of supervised field experience in an appropriate setting is a requirement for certification as a school media specialist. Students who have completed the Educational Technology Concentration of the Master of Science in Library Media Education program sometimes later decide to seek certification as School Media Librarians after they have completed the master's program and the LME 590 course. Whereas previously, students seeking to add School Media certification completed practicum hours under the guidance of their advisor, it would be easier to manage, appropriately place, and supervise these students if they were in a dedicated course. This is the primary reason for proposing the development of LME 591. Thus, certification-seeking students who have previously completed LME 590 as part of the MS in LME now will be required to complete LME 591 as part of a certification-only or Planned Sixth-Year (Rank I). This will enable students seeking certification in School Library Media to complete the practicum field requirements for certification under the guidance of a University practicum supervisor and cooperating media specialist.
- 2.2 Projected enrollment in the proposed course: The projected enrollment is 1 or 2 students per year based on a combined projection for enrollment in certification-only and Planned Sixth-Year (Rank I) programs.
- 2.3 Relationship of the proposed course to courses now offered by the department: The LME 590 Practicum experience is available but students are not able to include this course in their certification program because they have taken the course as part of their Master of Science in Library Media Education Program Educational Technology Concentration. Exceptional Education (EXED 590), Interdisciplinary Early Childhood Education (IECE 524), Literacy (LTCY 695),

and Middle Grades Education (EDU 590) offer practicum courses at the graduate level, but they are specific to the respective professional area.

- 2.4 Relationship of the proposed course to courses offered in other departments: Practicum courses are common in many graduate programs. For example, programs in Educational Administration and Leadership (EDAD 598), Counseling and Student Affairs (CNS 590, CNS 591), and Psychology (PSY 662) offer practicum courses specific to the respective professional area. Similarly, there are practicum and practicum-type courses in many other programs that develop practitioner skills. Some examples are Social Work, Nursing, Communication Disorders, Physical Education, Communication, and Sociology.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The University of Kentucky (LIS 676), Murray State University (LIB 621), and Eastern Kentucky University (LIB 870) offer graduate degree and Planned Sixth-Year practicum courses for students in Library Media Education, though not as part of certification-only programs.

3. **Discussion of proposed course:**

- 3.5 Course objectives:
- 3.5.1 The student will apply knowledge and skills in library media education in a supervised practicum setting,
- 3.5.2 The student will apply knowledge of the Library Media Education field to create a plan for professional growth
- 3.5.3 The student will be able to reflect on and provide evidence of planned personal and professional growth as a result of participating in practicum activities and LME course work
- 3.6 Content outline:
- Overview of the Practicum Experience
 - Overview of practicum requirements
 - Expectations of practicum students
 - Expectations of cooperating media specialists
 - Completion of required practicum hours in approved setting
 - Completion of required forms and field reflections
 - Overview of the Professional Growth Plan and Portfolio Process
 - Overview of Portfolio Process and Concept of Reflective Practice
 - Review of AASL Professional Standards
 - Review of Professional Growth Plan Instructions
 - Review of Portfolio Instructions and Rubric
 - Overview of Strategies for Creating the Professional Portfolio
 - Overview of Portfolio Requirements and Rubric
 - Connecting AASL standards with Professional Growth Plan Actions and Evidences
 - Guidance in Reflective Writing for personal and professional growth
 - Overview of technical considerations in portfolio development
- 3.3 Student expectations and requirements:
The student will complete 40 practicum hours in an approved setting and use electronic presentation technology to create a professional portfolio based on an approved Professional Growth Plan. The student will be evaluated by the

cooperating media specialists according to professional standards and dispositions.

3.4 Tentative text and course materials:

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

Erikson, R. and Markuson, C. (2008). *Designing a school library media center for the future*. Chicago, IL: American Library Association.

4. Resources:

4.3 Library resources: adequate

4.4 Computer resources: adequate

4.5

5. Budget implications:

5.5 Proposed method of staffing: This course will be taught by existing faculty

5.6 Special equipment needed: none

5.7 Expendable materials needed: none

5.8 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

School of Teacher Education: 12/16/09

CEBS Curriculum Committee 02/02/10

Professional Education Council 02/17/10

Graduate Council 3/18/2010

University Senate _____

Attachment: Bibliography, Course Inventory Form

General Library Media Education Textbooks

- American Association of School Librarians. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.
- Bishop, K., & Van Orden, P. (2007). *The collection program in schools: Concepts, practices, and information sources*. Library and information science text series. Westport, Conn: Libraries Unlimited.
- Latrobe, K.H. (1998). *The emerging school library media center: Historical issues and perspectives*. Englewood, CO: Libraries Unlimited.
- Nilsen, A. P., & Donelson, K. L. (2009). *Literature for today's young adults*. (8th ed.). New York: Longman.
- Oppenheimer, Todd. (2003). *The flickering mind: the false promise of technology in the classroom and how learning can be saved*. New York: Random House.
- Tiene, D., & A. Ingram (2001). *Exploring current issues in educational technology*. New York: McGraw-Hill.
- Woolls, B. (2004). *The school library media manager*. Library and information science text series. Westport, Conn: Libraries Unlimited.

ALA /AASL Position Statements

- American Library Association. (2009). Intellectual freedom statements and policies. Retrieved from <http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementspolicies.cfm>
- American Association of School Librarians. (2009). Guidelines and standards. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/guidelinesandstandards.cfm>
- American Association of School Librarians. (2009). Issue and advocacy. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/issuesadvocacy.cfm>
- American Association of School Librarians (2009). Position statements. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/positionstatements.cfm>

Administration and Leadership

- Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--Part 2: From library-focused to information-focused. *School Library Media Activities Monthly*. 25 (9), 22-26.
- Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--Part 3: From access-measured to evaluation-measured. *School Library Media Activities Monthly*. 25 (10), 25-28.
- Farmer, L. S. J. (2002). Issues in electronic resource services in K-12 school library settings. *Education Libraries*. 25 (2), 6-12.
- Haycock, K. (2004). Evidence-based practice. *Teacher Librarian*. 32 (1), 6.
- Intner, S. S., & Weihs, J. R. (2007). *Standard cataloging for school and public libraires*. Westport, Conn: Libraires Unlimited.
- Latrobe, K. H., Comp, & Laughlin, M. K., Comp. (1992). *Multicultural aspects of library media programs*. Libraries Unlimited, Inc., P.O. Box 3988, Englewood, CO 80155 (\$27.50; \$33 outside North America).
- Repman, J., & Dickinson, G. K. (2007). *School library management*. Columbus, Ohio: Linworth Pub.
- Rosenfeld, E. and Loertscher, D. (2007). *Toward a 21st-century school library media program*. Lanham, Md. : Scarecrow Press ; [Spring, TX] : Hi Willow Research and Pub.
- Valenza, J. K. (2007). You know if you're a 21st century teacher-librarian if. *Teacher Librarian*. 35 (1), 18-20.

- Valenza, J. K. (2005). The virtual library. *Educational Leadership*. 63 (4), 54-59.
- Woolls, B., & Loertscher, D. V. (2005). *The whole school library handbook*. Chicago: American Library Association

Teaching and Learning

- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, Ill: American Association of School Librarians.
- Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--Part 1: From teacher-centered to student-centered. *School Library Media Activities Monthly*. 25 (8), 22-26.
- McKenzie, J. (2002). Beyond toolishness: The best way for teachers to learn and put new technologies to good use. *MultiMedia Schools*. 9 (4), 34-39.
- Stripling, B. K., & Hughes-Hassell, S. (2003). *Curriculum connections through the library*. Westport, Conn: Libraries Unlimited.
- Tomlinson, C. A., & McTighe, J. (2007). *Integrating differentiated instruction and understanding by design Connecting content and kids*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Turner, P. M., & Riedling, A. M. (2003). *Helping teachers teach: A school library media specialist's role*. Westport, Conn: Libraries Unlimited.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. (2nd ed.), Alexandria, Va: Association for Supervision and Curriculum Development.
- Wiggins, G., & McTighe, J. (2008). Put understanding first. *Educational Leadership*. 65 (8), 36-41.
- Zmuda, A., & Harada, V. (2008). Librarians as learning specialists: Moving from the margins to the mainstream of school leadership. *Teacher Librarian*. 36 (1), 15-19.
- Zmuda, A., & Harada, V. (2008). Reframing the library media specialist as a learning specialist. *School Library Media Activities Monthly*. 24 (8), 42-47.

Information Literacy

- Eisenberg, M. B., & Berkowitz, R. E. (1996). *Information problem-solving: The big six skills approach to library & information skills instruction*. Norwood (New Jersey): Ablex Publishing.
- Eisenberg, M. B., & Berkowitz, R. E. (1996). *Information problem-solving: The big six skills approach to library & information skills instruction*. Norwood (New Jersey): Ablex Publishing.
- Kuhlthau, C.C. (2003). Rethinking libraries for the information age school: Vital roles in inquiry learning. *School Libraries in Canada*, 22(4), 3-5. Retrieved March 20, 2007 from EBSCO Host Database.
- Kuhlthau, C.C. (2005). Towards collaboration between information seeking and information retrieval. *Information Research*, 10(2), paper 225. Retrieved June 11, 2007 from <http://InformationR.net/ir/10-2/paper225.html>.
- McKenzie, J. A. (2000). *Beyond technology: Questioning, research and the information literate school*. Bellingham, Wash: FNO Press.
- Sheard, K. (2006). The librarian as information broker: The role of the library in developing information literacy at key stage 3. *Education Libraries Journal*, 48(3), 9-18. Retrieved March 20, 2007 from EBSCOHost Database.
- Small, R. V. (2005). *Designing digital literacy programs with IM-PACT: Information motivation, purpose, audience, content, and technique*. Best practices for school library media professionals. New York: Neal-Schuman.
- Todd, R.J. (1995). Integrated information skills instruction: Does it make a difference? *SLMQ* 23(2). Retrieved June 11, 2007 from http://oldweb.ala.org/aasl/SLMR/slmr_resources/select_todd.html.

Todd, R.J. (2003). Adolescents of the Information Age: Patterns of information seeking and use, implications for information professionals. *School Libraries Worldwide*, 9(2), 27-46. Retrieved January 30, 2007 from Wilson Web Database.

Literacy, Literature and Collection Development

Herald, D. T. (2003). *Teen genrelecting: A guide to reading interests*. Westport, Conn: Libraries Unlimited.

Krashen, S. D. (2004). *The power of reading: Insights from the research*. Westport, Conn: Libraries Unlimited.

Lukenbill, W. B. (2002). *Collection development for a new century in the school library media center*. Greenwood professional guides in school librarianship. Westport, Conn: Greenwood Press.

Perkins, M. (2009). Straight talk on race: Challenging the stereotypes in kids' books. *School Library Journal*. 55(4), p. 28-32.

Roberts, L. C., Dean, E., & Holland, M. (2005, Nov.). *Contemporary American Indian cultures in children's picture books. Beyond the Journal*. Retrieved from <http://www.journal.naeyc.org/btj/200511/Roberts1105BTJ.pdf>

Slapin, B., ed. (1998). *Through Indian eyes: The Native experience in books for children*. Philadelphia, Pa.: New Society Publishers

Small, R. V. (2009). Reading incentives that work: No-cost strategies to motivate kids to read and love it! *School Library Media Activities Monthly*. 25 (9), 27-31.

Trelease, Jim. (2008). *The read aloud handbook*. Paw Prints.

Flexible Scheduling

Buchanan, J. (1991). *Flexible access library media programs*: Englewood, Colo. : Libraries Unlimited.

McGregor, J. (2006) Flexible scheduling: Implementing an innovation. *School Library Media Research*, 9. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume9/flexible.cfm>

Ohlrich, K. B. (2001). *Making flexible access & flexible scheduling work today*. Englewood, Colo. : Libraries Unlimited.

Rowe, G. S. (2007) Collaboration: It's a gamble on a fixed schedule *Knowledge Quest*, 35(4), 44-46

Library and Achievement Studies

Lance, K.C., Wellborn, L., Hammilton-Pennell, C. (1993). *The impact of school library media centers on academic achievement*. Spring, TX: Hi Willow Research. http://www.ala.org/aasl/SLMR/slmr_resources/select_lance.html

Lance, K. C., & Loertscher, D. V. (2005). *Powering achievement: School library media programs make a difference : the evidence mounts*. Salt Lake City, UT: Hi Willow Research & Pub.

Todd, R. , Kuhlthau, C. and OELMA. (2004). *Student learning through Ohio school libraries: the Ohio Research Study*. Columbus, OH: Ohio Educational Library Media Association. <http://www.oelma.org/studentlearning/default.asp>

Small, R., Snyder, J., Parker, K. (2009). The impact of New York's school libraries on student achievement and motivation: Phase I. *School Library Media Research*, 12. <http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume12/small.cfm>

Proposal Date: November 30, 2009

**College of Health and Human Resources
Department of Communication Disorders
Proposal to Create a New Course**

Contact Person: Joseph Etienne, joseph.etienne@wku.edu, 270-745-8998

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CD 550
- 1.2 Course title: Consultation in Communication Disorders
- 1.3 Abbreviated course title: Consultation in Comm Disorders
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites: Permission of instructor
- 1.7 Course catalog listing: Designed to teach clinicians how to help clients and their families in a positive, empathetic manner. Disorder-specific guidance with respect to client/family understanding of the communication impairment will be presented. Students will be given opportunities to apply their knowledge through interpretation of research and evaluation of case studies.

2. Rationale:

- 2.1 Reason for developing the proposed course: The current graduate curriculum does not include such content. Graduate students acquire knowledge and skill in intervention of various communication disorders; however, they are lacking knowledge in providing consultation services to clients and families.
- 2.2 Projected enrollment in the proposed course: 25 students
- 2.3 Relationship of the proposed course to courses now offered by the department: The content of this course is not included in any of the graduate offerings in Communication Disorders.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other departments offer this specific course content. The Department of Counseling and Student Affairs offers a degree and many courses that prepare students to be professional counselors. That is not the intent of this course. The Department of Psychology offers PSY 645 Consultation in Educational and Mental Health Settings but the content of this course is different than what will be offered in CD 550.
- 2.5 Relationship of the proposed course to courses offered in other Institutions: No other Communication Disorders master's degree program in the state of Kentucky (Eastern Kentucky University, University of Louisville, University of Kentucky, and Murray State University) offers a course of this nature. Among the benchmark schools, Wichita State University offers CSD 705, Counseling in Communication Disorders. Illinois State University is not a designated benchmark school but it offers CSD 451 – Counseling for Communication

Disorders at the graduate level.

3. Discussion of proposed course:

- 3.1 Course objectives: The student will be able to:
- Link principles of effective intervention for individuals and families living with communication disorders
 - Identify positive strategies to be employed with adults and children with communication disorders
 - Demonstrate understanding of the process for making appropriate referrals with follow-up as needed
- 3.2 Content Outline:
- Communication disorders and their impact on parents and caregivers
 - Communication disorders and their impact on children
 - Communication disorders and their impact on adults
 - Strategies for seeking additional services for clients and strategies for intervention
 - Appropriate interviewing techniques during assessment and intervention of persons with communication disorders
- 3.3 Student expectations and requirements: exams, projects, papers
- 3.4 Tentative texts and course materials:
- Counseling in Communication Disorders: A Wellness Perspective by Audrey Holland, 2007
 - Scope of Practice in speech-language pathology, ASHA, 2007
 - Scope of practice in audiology, ASHA, 2005

4. Resources:

- 4.1 Library Resources: Library resources are adequate.
- 4.2 Computer Resources: Online resources are abundant and are listed at the end of most chapters in the text.

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: Summer 2010

7. Dates of prior committee approvals:

Communication Disorders Department:	<u>11-04-09</u>
CHHS Curriculum Committee	<u>12-14-09</u>
Professional Education Council	<u>2/17/2010</u>

Graduate Council

_3/18/2010_____

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: November 4, 2009

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

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

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 570
- 1.2 Course title: Administration and Supervision in Speech Language Pathology
- 1.3 Abbreviated course title: Administration Supervision SLP
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: Master's degree in Communication Disorders or permission of instructor
- 1.7 Course catalog listing: Review of the types of supervision found in speech-language pathology at the pre-professional and professional levels; the administration of speech programs in various settings will be described; ASHA and CAA standards will be targeted.

2. Rationale:

- 2.1 Reason for developing the proposed course: Supervision at various levels is a key part of the profession of speech-language pathology. Students are supervised closely during pre-professional training, on campus and off campus. Recent graduates are supervised during their first nine months of employment. Many people who have served as supervisors have requested a course like this so that they learn more principles of clinical supervision. In addition, many speech-language pathologists (SLPs) supervise our graduate students who work as Speech Language Pathology Assistants (SLPAs) in the schools. Those supervisors have requested some type of course to help them with the process. This course can serve to provide licensed and certified SLPs with continuing education units.
- 2.2 Projected enrollment in the proposed course: 12
- 2.3 Relationship of the proposed course to courses now offered by the department: There is no course offered in the Department. This course was offered in the Summer 2009 term as a one-time only course.
- 2.4 Relationship of the proposed course to courses offered in other departments:
EXED 620 Seminar in the Administration of Special Education targets a wide range of policy issues across several areas. This course, however, will address the specific supervisory needs of a speech-language student, clinical fellow, and intern.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
No other school in Kentucky offers a course like this and no course in the benchmark schools was identified.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of the course, students will be able to:
- describe the Anderson continuum of supervision
 - describe the role of the supervisor at various stages of speech pathology professional development
 - implement strategies for effective supervision at various stages of speech pathology professional development
 - describe strategies for effective administration of speech pathology services
- 3.2 Content outline:
- the Anderson continuum of supervision
 - ASHA position on supervision
 - supervision across professional perspectives including practicum student, clinical fellow, licensure intern, teacher intern, SLPA
 - the SLP's role in the administration of speech programs in school districts and agencies
- 3.3 Student expectations and requirements: Exams, projects, demonstrations, papers
- 3.4 Tentative texts and course materials: McCrea, E.S., & Brasseur, J.A. (2003). The supervisory process in speech-language pathology and audiology. Pearson Education: Boston.

4. Resources:

- 4.1 Library resources: adequate
4.2 Computer resources: adequate

5. Budget implications:

- 5.1 Proposed method of staffing: current staff will teach the course
5.2 Special equipment needed: none needed
5.3 Expendable materials needed: none
5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Communication Disorders

11/4/2009

CHHS Curriculum Committee

12/14/2009

Graduate Council

_3/18/2010_____

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: November 4, 2009

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

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

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 572
- 1.2 Course title: Contemporary Issues in Communication Disorders
- 1.3 Abbreviated course title: Contemporary Issues in CD
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites: Permission of instructor
- 1.7 Course catalog listing: An in-depth examination of a topic of current interest and relevance to speech-language pathologists.

2. Rationale:

- 2.1 Reason for developing the proposed course: A course of this type with content that will vary with the needs of the profession will meet a need in a timely manner. By addressing current issues, the Department can provide an immediate response to issues that are needed to help school based speech pathologists serve their students more effectively.
- 2.2 Projected enrollment in the proposed course: 10 - 12
- 2.3 Relationship of the proposed course to courses now offered by the department: There are no other courses similar to this offered on a permanent basis. This course is being offered on a temporary basis in the Spring 2010 term.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many programs offer courses like this. Some include:
HCA 572: Special Topics in Health Services Administration
PS 549: Special Problems in Public Administration
CNS 570: Workshop in Counseling
EXED 518: Contemporary Issues in Special Education
- 2.5 Relationship of the proposed course to courses offered in other institutions: The University of Louisville offers CMDS 695 Special Topics in Speech and Language Disorders (Study of special areas or new topics in speech language pathology. Topics may include counseling, genetic syndromes, multicultural issues, cerebral palsy or management of the burn patient. Topic will be indicated in the semester schedule of courses. Maximum of 6 hours of credit). Of benchmark schools, Eastern Illinois University offers CDS 5400 Special Topics (Intensive study of contemporary problems, issues, trends, and developments in the field of communication disorders. Prerequisites: Graduate degree-seeking status or

permission of the department chairperson. May be repeated for a maximum of eight semester hours of credit). Similar courses at other benchmark schools could not be identified.

3. Discussion of proposed course:

- 3.1 Course objectives: Specific objectives will be determined when the course topic is identified. In general, the objectives will be:
- explore topic of current interest in communication disorders
 - develop assessment skills in a targeted area of communication disorders
 - develop intervention skills in a targeted area of communication disorders
- 3.2 Content outline: Specific outline cannot be specified due to the nature of the course. The outline will be specified when the course topic is identified.
- 3.3 Student expectations and requirements: research papers, projects, exams
- 3.4 Tentative texts and course materials: The text will change as the topic

changes.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Disorders Department 11/4/2009

CHHS Curriculum Committee 12/14/2009

Professional Education Council 2/17/2010

Graduate Council 3/18/2010

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Shane Spiller, Shane.Spiller@wku.edu, 745-8877

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BA 520
- 1.2 Course title: Critical Thinking and Business Ethics
- 1.3 Abbreviated course title: Bus Ethics
- 1.4 Credit hours and contact hours: 3 credit hours/37.5 contact hours
- 1.5 Type of course: S—Seminar: Group discussion and exchange of information
- 1.6 Prerequisites/co requisites: Admission to the MBA program, or Graduate Leadership Certificate program
- 1.7 Course catalog listing:

This course studies contemporary ethical issues facing leaders. Emphasis is placed on examining analyzing issues for sound solutions from a variety of perspectives, some grounded in business, some grounded in the Liberal Arts. Students will examine ideas and cases from the business world and gain practice in the application of a variety of approaches to problem solving. Additionally, the responsibilities of business corporations and executives to shareholders and other constituencies will be explored.

2. Rationale:

- 2.1 Reason for developing the proposed course: Elective for MBA students, and the Leadership Certificate Program.

The need for Business ethics courses has been debated extensively as a response to the well documented cases of corporate malfeasance. Research and practice indicates that the better business ethics courses do not attempt to teach morality, instead they focus on the broadening of perspective in decision making through the exploration of ethical approaches case studies, and self-study. The goal of a business ethics course goes beyond keeping a student out of jail, as it encourages decision making skills that result in better long term decisions that balance the competing interests of society and business.

- 2.2 Projected enrollment in the proposed course: 20

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

Many of the courses within the MBA curriculum offer some discipline-focused ethics content. This course would go beyond discipline-focused ethical considerations to more holistic ethical approaches to decision making.

- 2.4 Relationship of the proposed course to courses offered in other departments: There are some other graduate ethics courses specific to certain disciplines. There may be overlap in theoretical content, but not application with GEOG 544 Practical Environmental Ethics and, PS 538 Ethics and Bureaucracy. LEAD 525 comes closest to this class in content, and intent; however this new class would be focused towards business ethics, and LEAD 525 focuses more broadly on issues facing leaders across a wide range of domains.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The course is similar to MBA level courses such as the following examples from other institutions:

Wharton school of Business, University of Pennsylvania

LGST 652 Ethics and Responsibility:

LGST 652 considers the ethical responsibilities of managers and corporations. It is designed to raise difficult ethical conflicts and dilemmas, and to provide plausible frameworks for dealing with those conflicts. It is also designed to reveal common patterns of success and failure in managing ethics. A successful module engages students in a critical evaluation of managerial and corporate ethics, and encourages each student to develop a perspective about the role of ethics in business. Class sessions will consist of collaborate case discussions, exercises, and discussions of theoretical frameworks for interpreting business ethics.

- To foster an understanding of the ethical responsibilities assumed in becoming business managers.
- To improve individual and group skills in identifying and analyzing a select number of ethical issues that managers face in the context or situation in which they arise.
- To encourage the development of action plans that resolve ethical conflicts and dilemmas.
- To critically examine the assumptions and values that everyone brings to complex business decisions that raise ethical issues.

Miami University

BSL 690 - Legal and Ethical Implications of Business Decision Making

The course includes an introduction to our legal and governmental regulatory system, as well as a review of constitutional considerations for businesses. Morality and ethics are defined and distinguished. Applied philosophy is then introduced, to give the student a foundation upon which to analyze the ethical dimensions of common business questions. The relationship between the letter and the spirit of the law is examined. Specific business topics and their legal and ethical aspects are then addressed. This includes, but is not limited to, discussion of the following areas: consumer relationships; business organizations; the balancing of corporate vs. individual power (employee rights and responsibilities, employment discrimination); and the emerging ethic of a global economy.

Katz School of Business

University of Pittsburg

BSEO 2401—Business Ethics and Social Performance—1.5 credits

This course examines concepts, issues, and tools related to the management of ethics and social responsibility in business. Students learn how to

recognize and respond to ethical problems, to understand their personal responsibilities as business managers, to evaluate various ethical frameworks, to apply a process of moral decision making to ethical problems, to grasp relationships between ethical behavior and organizational structure and processes, and to manage the ethical and social problems and opportunities arising from organizational, institutional, societal, and global dimensions of the business environment.

Northwood University

MBA 622: CRITICAL THINKING, REASONING & ANALYSIS I

3 Credits

This course is designed to raise the critical thinking skills of the student. Emphasis is placed on developing the skills to identify problems, evaluate alternative actions, and to justify and defend decisions. The goal is for each student to develop the ability to apply thinking and reasoning skills to business decisions and to develop the skills to influence others.

3. Discussion of proposed course:

3.1 Course objectives:

- To sensitize students to the various ethical issues they will face during their careers
- To move approaches to ethical reasoning into the business schemata of students
- To provide the basic tools of ethical analysis, enabling students to deal with ethical issues
- To provide students with an understanding of the variety of factors that influences the ethics decisions made by business people
- To help students identify their own values, and develop a personal code of conduct
- To provide students with an understanding of what is involved in leading and managing an ethical organization
- To provide students with an understanding of the benefits of ethical behavior, to themselves, their organizations, and the economy as a whole
- To explore business ethics across cultural and legal boundaries.

3.2 Content outline:

- Mental Models of Ethical thought
 - Classical readings, and models
 - Kantian Ethics,
 - Utilitarianism,
 - Concepts of Justice, & Rights
 - Stakeholder Theory
 - Ethical Relativism
 - Corporate Social Responsibility
- Decision Making
 - Models of Decision Making
 - Perceptions

- Current Business Ethics Cases/Topics
Suggested Topics would include:
Sexual Harassment, Diversity, International Differences,
Corporate Governance, Negotiating Tactics, Child labor,
Sustainability, Leadership, Marketing, Information, Privacy
Employee Safety and other topics as determined by student interest
and current events

3.3 Student expectations and requirements: Students will be expected to read assigned journal articles and text materials and be prepared to actively participate in class discussion. Students will be expected to lead class discussion on assigned topics. Students will complete a written review of the literature on a topic relevant to this course, and their personal career objectives and field of interest. For example as student interested in marketing would be asked to analyze ethical issues in the marketing domain. A midterm and a final exam may also be used to assess understanding of the course content.

3.4 Tentative texts and course materials:

Brooks, L. J., & Dunn, P. (2010). Business and Professional Ethical for Directors, Executives, and Accountants. 5th Edition,

Donaldson, T, & Werhane, P. (2007). Ethical Issues in Business: A Philosophical Approach. (8th Edition)

Howard, R. A. & Korver, C. D. (2008) ethics (for the real world).

Ferrell, O.C., Fraedrich, J., & Ferrell, L. (2009). Business Ethics: Decision Making and Cases.

Collins-Chobanian, S. (2005). Ethical Challenges to Business as Usual.

Other readings (e.g., journal articles, book chapters) assigned as appropriate.

4. Resources:

4.1 Library resources: See additional library resources form.

4.2 Computer resources: There will be no need for additional computer resources.

5. Budget implications:

5.1 Proposed method of staffing: This course should load at the graduate level.

5.2 Special equipment needed: There will be no need for special equipment.

5.3 Expendable materials needed: There will be no need for expendable materials.

5.4 Laboratory materials needed: There will be no need for laboratory materials.

6. **Proposed term for implementation:** 201030

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

Gordon Ford Curriculum Committee February 22, 2010

Graduate Council 3/18/2010 _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: March 18, 2010

Gordon Ford College of Business
Department of Accounting and Finance
Proposal to Create a New Course
(Action Item)

Contact Person: Harold Little email: harold.little@wku.edu Phone: ext. 56978

1. Identification of proposed course

1.1 Prefix and number: BA 535

1.2 Title: **International Accounting Issues for Management Decision Making**

1.3 Abbreviated Title: Intrnl Acctg for Mgt Dec Makng

1.4 Credit hours and contact hours: 3 credit hours

1.5 Type of course: Lecture

1.6 Prerequisites: BA505 or equivalent

1.7 Catalog course listing: A comprehensive examination from a user perspective of current issues in international accounting and financial reporting.

2. Rationale

2.1 Reason for developing the proposed course:

This course is designed to enhance managerial decision-making skills of MBA students who plan to work in today's global business environment.

The purpose of this course is to expose students to emerging issues involving financial information prepared and issued using international financial reporting standards and practices. The goal of the course is to prepare students to be productive and engaged leaders in a global society.

In today's global marketplace, MBA students who desire upward mobility will increasingly face decisions requiring a basic understanding of international financial reporting issues. This course will provide students with an axiomatic understanding of international financial reporting standards; expose them to real-world real-time controversies involving financial data reporting and analysis; and opportunities to critically discuss financial executive decisions, which affect global operations.

2.2 Projected enrollment in the proposed course: 25-30 students.

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

This course is for students enrolled in MBA programs and Masters program in the business college. It has little relationship to courses currently offered by the accounting department because the accounting department does not offer a graduate accounting course that covers international accounting issues.

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

The proposed course is not intended to compete with or substitute for any extant masters course in the business college. The course would increase the number of elective course opportunities in the MBA program curriculum. This course is unique and provides new skills for MBA students.

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

This course differs from the traditional stand alone international accounting course found in some accounting curricula at the graduate level. It is intended primarily for MBA students who do not have an extensive background in accounting. The University of Massachusetts Boston College of Management offers a similar course (<http://www.management.umb.edu/courses/mbaaf615.php>).

3. Discussion of proposed course

3.1 Course objectives:

The objectives of the course are to provide:

- A knowledge base enabling students to interpret and use financial statement information prepared using international financial reporting standards and practices.
- An appreciation of the variety and number of international financial accounting standards used in the preparation and reporting of financial information.
- Opportunities to apply analytical methods to interpret financial information for multinational enterprises.
- Exposure to financial data presentation for manufacturing and service industries operating in a global environment.
- An awareness of the current state of international accounting and financial reporting issues facing organizations wanting to do business in an ever changing global community.
- Exposure to corporate governance topics that relate to managing a multinational organization.

3.2 Content outline:

The course will cover the following topics:

- An Introduction to International Accounting
- Diversity of Policy Choices in Financial Data Recognition
- Major Differences between international financial reporting standards (IFRS) and U.S. generally accepted accounting principles (GAAP)
- Ratios and other Analytical Methodologies
- Accounting Measures and Performance Reporting for Multinational Enterprises
- Performance Evaluation of Foreign Operations
- Multinational Capital Budgeting and Investment Decision Analysis
- Emerging International Accounting and Financial Reporting Issues
- Financial Information Disclosure Practices in a Global Environment
- Cultural Influences on Financial Reporting Practices, Standards, and Regulations

3.3 Student evaluation and requirements:

Course grades will be determined based on class attendance, class participation, written examinations, and written and oral case presentations. At the end of the course, students should be able to read, understand, analyze, and interpret financial information prepared using international financial reporting standards. Students should also be able to use the internet and other media to research international accounting and financial reporting issues.

3.4 Tentative texts and course materials:

- *International Accounting and Multinational Enterprises, 6e (2006)*, Radebaugh and Gray, John Wiley & Sons, Inc.: Hoboken, New Jersey.
- *International Accounting: A User Perspective, 3e(2009)*, Saudgaran, Thomson-South-Western: New York, New York.
- *International Accounting, 2e(2009)*, Douppnik/Perera, McGraw-Hill Irwin: New York, New York.

- *IFRSs and US GAAP: A pocket comparison (An IAS Plus guide)*, July 2008. Deloitte Touche Tohmatsu.
- Relevant internet websites.
- WKU library research facilities.

4. Resources:

4.1 Library resources: current library holdings are adequate to support the proposed course.

4.2 Computer resources: university computer labs are adequate to support the proposed course

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 supplies needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

GFCB Graduate Committee: February 22, 2010

Graduate Council: 3/18/2010

University Senate: _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Robert Smith, robert.smith@wku.edu, 5-3446

1. Identification of course:

- 1.1 Course prefix (subject area) and number: LME 590
- 1.2 Course title: Practicum
- 1.3 Credit hours: 1-3 hrs.

2. Current prerequisites:

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

3. Proposed prerequisites:

Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy. Students seeking initial Kentucky teaching certification at the graduate level must be admitted to Professional Education prior to enrollment.

4. Rationale for the revision of prerequisites:

The reason for revising the prerequisites is to provide clarity regarding admission to professional education for students seeking initial library media specialist certification at the graduate level, when they do not already hold a teaching certificate. This will align the requirements for enrolling in the LME 590 Practicum with the revised policy for admission to Professional Education at all levels.

Over the past few years, the number, though relatively small, of LME graduate students seeking admission to professional education as part of a graduate level certification-only program or the MS in LME program has increased. The proposed revision is an effort to remedy the problem with these students seeking admission to Professional Education at the same time that they register for the required LME 590 Practicum.

The new prerequisite applies only to graduate students who do not hold a teaching certificate and who seek formal admission to Professional Education for a first certification. It will not affect other policies related to the graduate LME program. The proposed revised prerequisites are expected to facilitate the process of being admitted to Professional Education admission prior to enrollment in the LME 590 Practicum.

5. Effect on completion of major/minor sequence:

The proposed prerequisites will not have any effect on the major/minor sequence in the LME curriculum.

6. Proposed term for implementation: Summer 2010

7. Dates of prior committee approvals:

School of Teacher Education:	<u>12/16/09</u>
CEBS Curriculum Committee	<u>02/02/10</u>
Professional Education Council	<u>02/17/10</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Proposal Date: March 18, 2010

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

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: BA 580
 - 1.2 Course title: Contemporary Issues in Business
 - 1.3 Credit hours: 1.5

- 2. Proposed course credit hours:** Variable 1.0 -3.0

- 3. Rationale for the revision of course credit hours:** With the addition of several different program deliveries, flexibility in meeting elective requirements is necessary.

- 4. Proposed term for implementation:** 201030, Fall 2010

- 5. Dates of prior committee approvals:**

GFCB Graduate Committee:	<u>February 22, 2010</u>
Graduate Council:	<u>3/18/2010</u>
University Senate:	_____

Attachment: Course Inventory Form

Proposal Date: 5 January 2010

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

Contact Person: Karen.schneider@wku.edu 5-3046

1. Identification of program:

- 1.1 Current program reference number: 067
- 1.2 Current program title: M.A. English
- 1.3 Credit hours: 30

2. Identification of the proposed program changes: Deletion of nine narrowly defined 500 level literature courses and addition of four more flexibly designed 500 level literature courses, with no change in distribution requirements (six hours of British literature and six hours of American literature) or number of hours.

Our M.A. has five possible tracks (literature, TESL, composition and rhetoric, creative writing, and teaching). The only track that will be substantially affected is literature, which requires either 24 hrs of literature chosen from a number of restricted electives or 18 hrs of literature (again, restricted electives) and a thesis (6 hrs). The program change entails modifying the list of restrictive electives. Both the TESL and the Creative Writing tracks require one elective, which may or may not be literature. No requirement for any track is being changed—only the possible electives at the 500 level. (Our curriculum includes a number of 400 level literature electives; these are not being changed.)

3. Detailed program description:

Restricted Literature Electives	Restricted Literature
ENG 530 American Short Story	ENG 504 Studies in
American Lit	
ENG 553 Studies in Restoration & 18th	ENG 514 Studies in British
Lit	
Century Literature	ENG 524 Studies in World
Lit	
ENG 571 British Masterpieces in the	ENG 534 Studies in Genre
Classroom	ENG 586 Seminar in British
Writers	
ENG 572 American Masterpieces in	ENG 596 Seminar in Amer.
Writers	
the Classroom	ENG 597 Special Topics in
English	

ENG 579 Studies in Victorian Literature	ENG 598 Advanced
Directed Study	
ENG 583 Shakespeare II	ENG 599 Thesis
Research/Writing	
ENG 586 Seminar in British Writers	
ENG 591 American Romanticism	
ENG 595 Postcolonial Literature and Theory	
ENG 594 Contemporary Fiction	
ENG 596 Seminar in American Writers	
ENG 597 Special Topics in English	
ENG 598 Advanced Directed Study	
ENG 599 Thesis Research and Writing	

Note: The structure of our M.A. in English is unchanged. The requirements for each track remain the same. The only change, as reflected in the above program details, is in the design of a number of the restricted electives available to students in (almost exclusively) the literature track.

4. Rationale for the proposed program change: The goals are several: to update the literature curriculum; to eliminate redundancy (overlap with 400G courses); to make the program more coherent, comprehensive, and flexible, and therefore more attractive to prospective students; to be able to take full advantage of the graduate faculty's expertise; and to better prepare our students for further graduate study.

5. Proposed term for implementation and special provisions (if applicable):
201030

6. Dates of prior committee approvals:

English Department (graduate faculty):	<u>1/22/2010</u>
PCAL Curriculum Committee	<u>2/5/2010</u>
Professional Education Council	<u>2/17/2010</u>
Graduate Council	<u>3/18/2010</u> _____
University Senate	_____

Attachment: Program Inventory Form

**Gordon Ford College of Business
Masters of Business Administration
Proposal to Revise A Program
(Action Item)**

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

1. Identification of program:

- 1.1 Current program reference number: 057
- 1.2 Current program title: Masters of Business Administration
- 1.3 Credit hours: 33

2. Identification of the proposed program changes:

- Update description to reflect all methods of delivery(Full-time, Professional, Online and Trilateral)
- Raise minimum UGPA requirement from 2.5 to 2.75
- Remove GAP requirement
- Remove professional reference

3. Detailed program description:

Previous	Proposed
<p>The MBA is an interdisciplinary program that provides professional education for successful careers in management. The program emphasizes accounting, computer information systems, economics, finance, management and marketing as the major focus. Students take a core area of courses and then choose electives that best suit their individual career needs.</p> <p>The program is offered using two distinct methods of delivery. Students must elect their preferred method of delivery in their graduate application form.</p> <p>The traditional program is best suited for the student whose schedule can accommodate regularly scheduled evening and weekend class sessions and desire face-to-face interaction.</p> <p>The eMBA, or electronic MBA, offers all course work in an online, on-demand format. This delivery method is best suited for students who are already actively engaged in their profession and require the flexibility of work anywhere, anytime.</p>	<p>The MBA is an interdisciplinary program that provides professional education for successful careers in business. The program emphasizes accounting, computer information systems, economics, finance, management and marketing. Students take a core area of courses and fulfill their remaining credit hours with approved electives.</p> <p>The program is offered using four distinct methods of delivery. Students must elect their preferred method of delivery in their graduate application form.</p> <p>The full-time option is best suited for the students whose schedule can accommodate regularly scheduled afternoon and evening sessions, desire face-to-face interaction, and are not employed full-time. (The Trilateral option is an iteration of the full-time, featuring two semesters in two foreign countries).</p> <p>The part-time online option offers its course work online. This delivery method is best suited for students who are already actively engaged in their profession and require the flexibility of work anywhere, anytime.</p> <p>The professional option combines the flexibility of a part-time program with face-</p>

<p>The admission process for the MBA program at Western Kentucky University involves the following steps and requirements*:</p> <p>A. Completion of graduate application form, a current resume and a minimum of one professional reference (who can attest to the applicant’s potential to successfully complete graduate work), submission of an official undergraduate degree transcript from each university attended and an official copy of a GMAT score taken within the last five years.</p> <p>B. Applicants seeking admission must meet the following criteria: Minimum undergraduate overall grade point average of 2.5 on a 4.0 scale, a minimum overall GMAT score of 500, a written GMAT score 3.5 and a minimum GAP score of 1050 based upon the GMAT score plus the overall undergraduate GPA multiplied by 200.</p> <p>C. Applicants who have limited prior academic background in basic business are required to demonstrate proficiency in six major areas by:</p> <p style="padding-left: 40px;">i. Successfully completing one or more preparatory courses as specified by the MBA Director,</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">ii. Successfully completing one or more core area proficiency exams (fees required).</p>	<p>to-face interaction, by meeting in person on alternating Saturdays. This program is best suited for students who have at least five years of professional or mid to upper lever management experience.</p> <p>The admission process for the MBA program at Western Kentucky University involves the following steps and requirements*:</p> <p>A. Completion of graduate application form, a current resume with two references listed, submission of an official undergraduate degree transcript from each university attended and an official copy of a GMAT score taken within the last five years.</p> <p>B. Applicants seeking admission must meet the following criteria: Minimum undergraduate overall grade point average of 2.75 on a 4.0 scale, a minimum overall GMAT score of 500, and a written GMAT score of 3.5.</p> <p>C. Admissions standards for the professional MBA option may use substantial professional work experience (five years minimum of professional or mid to upper lever management experience) to overcome deficiencies in other admission criteria.</p> <p>D. Applicants who have limited prior academic background in basic business are required to demonstrate proficiency in eight major areas by:</p> <p style="padding-left: 40px;">i. Successfully completing one or more preparatory courses as specified by the MBA Director,</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">ii. Successfully completing BA 502 MBA Foundation Modules</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">iii. Successfully completing one or more core area proficiency exams (fees required).</p>
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<p>*These minimum requirements establish eligibility for admission, but do not guarantee acceptance.</p> <p>Applicant materials are reviewed during the normal admission cycles. Students accepted into the MBA program will receive written notification and additional orientation materials. Students not admitted will be notified in writing and may be encouraged to reapply during the next regular admissions cycle.</p>	<p>*These minimum requirements establish eligibility for admission, but do not guarantee acceptance.</p> <p>Applicant materials are reviewed during the normal admission cycles. Students accepted into the MBA program will receive written notification and additional orientation materials. Students not admitted will be notified in writing and may be encouraged to reapply during the next regular admissions cycle.</p>
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4. **Rationale for the proposed program change:** Raising standards in order to improve the quality of student and simplifying admissions process.

5. **Proposed term for implementation and special provisions (if applicable):** 201030

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

GFCB Graduate Committee: February 22, 2010

Graduate Council: 3/18/2010

University Senate: _____

Attachment: Program Inventory Form