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

REPORT TO THE UNIVERSITY SENATE

DATE:  January 2012
FROM:  Graduate Studies

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

I. Create a Course
    EDLD 795 Advanced Topics in Educational Leadership
    EDLD 796 International Aspects of Educational Leadership
    SEC 573 Methods of Teaching Business and Marketing Education
    RSA 534 Facility Management
    RSA 536 Event Management
    BIOL 523 Biological Symbioses and Host-Parasite Associations
    BIOL 532 Behavioral Ecology
    BIOL 533 Behavioral Ecology Laboratory
    BIOL 545 Animal Communication
    BIOL 582 Biometry
    GWS 565 Black Feminism and the Politics of Community
    GWS 570 Special Topics
    ICSR 570 Special Topics in Social Responsibility & Sustainable Communities
    COMM 505 Introduction to Graduate Studies in Communication
    COMM 523 Health Communication
    COMM 547 Organizational Communication Theory
    COMM 552 Democracy, Power, Voice in Organizations
    JOUR 536 Sport Branding: *A New Game*
    JOUR 537 Sport Sponsorship: *New Revenue Strategies*
    JOUR 543 Strategic Public Relations Writing for Sport
    JOUR 547 Issues in Sport Media Relations

II. Revise a Course Title
    COMM 570 Seminar in Communication

III. Revise Course Prerequisites/Corequisites
    EDLD 712 Research Methods and Design for Educational Leaders
    BIOL 430G Theory and Process

IV. Revise Course Catalog Listing
    COMM 501 Qualitative Research Methods in Communication
    COMM 561 Multinational Business Communication

V. Make Multiple Revisions to a Course
    RSA 530 Advanced Study in Recreation and Sport
    RSA 590 Practicum in Recreation and Sport
    BIOL 569 Professional Work/Career Experience in Biology
    COMM 502 Survey Research Methods in Communication

VI. Suspend a Course
        BIOL 589 Internship in Biology
        COMM 504 Ethnographic Methods in Communication Research
        COMM 525 Interpersonal Support in the Workplace
        COMM 542 Practicum in Communication Consulting
        COMM 569 Values and Leadership in Organizational Communication
        COMM 562 Special Topics in Intercultural Communication

 VII. Reactivate a Suspended Course
        COMM 560 Seminar in Organizational Communication

VIII. Create a Certificate
        Facility and Event Management

IX. Revise a Program
        147 EdS in School Psychology
        095 MS in Recreation and Sport Administration
        0422 MA in Leadership Dynamics
        109 MA in Communication
        069 MA in Folk Studies

X Suspend a Program
        151 MAE in Instructional Leadership-School Principal, All Grades

XI. Suspend a Certificate
        218 Addictions Counseling and Education

**College of Education and Behavioral Sciences**
**Educational Leadership Doctoral (EdD) Program**
**Proposal to Create a New Course**
**(Action Item)**

Contact Person:  Tony Norman, tony.norman@wku.edu, 745-3061

1.  **Identification of proposed course:**

   1.1    Course prefix (subject area) and number:  EDLD 795
   1.2    Course title: Advanced Topics in Educational Leadership
   1.3    Abbreviated course title: Advanced Topics Ed Leadership
   1.4    Credit hours and contact hours: 1-6 hours; may be repeated for a total of 6 hours
   1.5    Type of course: I – Independent Study
   1.6    Prerequisites: Admission to EdD program and permission of Director of Educational Leadership Doctoral Program
   1.7    Course catalog listing: Readings or special projects in educational leadership. May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

2.  **Rationale:**
   2.1    Reason for developing the proposed course:  Recent revisions in education graduate programs, along with the development of the EdD in Educational Leadership, have led to increased student interest in the opportunity to do special projects or independent investigations of topics related to education.  However, there has been no available course suitable for awarding credit for the desired educational experiences.  The proposed course is intended to remedy that deficit.
   2.2    Projected enrollment in the proposed course: It is estimated that up to five students per year may enroll.  This estimate is based on informal conversations with current and prospective students.
   2.3    Relationship of the proposed course to courses now offered by the department:  No other similar courses are offered in the EdD Program.
   2.4    Relationship of the proposed course to courses offered in other departments:  Graduate special topics courses are relatively common across the university.  Some examples are BIOL 675 Advanced Topics in Biology, BA 592 Special Topics in Business, CNS 669 Special Topics in Counseling and Guidance, CS 595 Advanced Topics in Computer Science, GEOG 577 Special Topics in GIS, HIST 590 Advanced Individual Study, and ENG 597 Special Topics.  Some of these are seminar courses, whereas others are independent study or directed study courses.  Similar to these other courses, the proposed course will provide Educational Leadership doctoral students the opportunity to do readings or independent projects related to educational leadership.
   2.5    Relationship of the proposed course to courses offered in other institutions:  Graduate special topics courses are common at other institutions.  Some examples of courses similar to the proposed course are: EDC 710 Advanced Topics in Instructional Design (University of Kentucky); EDAP 672 Special Topics in Curriculum (University of Louisville); EDCUR 690 Problems in Curriculum (Ball State University), and FOED 7610 Directed Individual Education Research (Middle Tennessee State University).

3.  **Discussion of proposed course:**
   3.1    Course objectives:  The specific objectives will vary, depending on the project developed by the student.  However, the overall objective of the course is to allow students to develop specialized knowledge and skills related to the topic of study.
   3.2    Content outline:  As this is an independent study course, the content will vary.

3.3    Student expectations and requirements:  As this is an independent study course, student expectations will vary.  However, prior to enrollment the student and faculty supervisor will develop an agreement regarding the readings, assignments, and criteria for evaluation.

3.4    Tentative texts and course materials:  As this is an independent study course, texts and course materials will vary.

**4.  Resources:**

4.1    Library resources:  As this is an independent study course, library resource needs will vary.  However, current resources are believed to be adequate to support the proposed course.

4.2    Computer resources:  As this is an independent study course, computer resource needs will vary.  However, current resources are believed to be adequate to support the proposed course.

**5.  Budget implications:**

5.1    Proposed method of staffing:  Present staffing is adequate to support this course.

5.2    Special equipment needed:  None

5.3    Expendable materials needed:  None

5.4    Laboratory materials needed:  None

**6.  Proposed term for implementation:** Spring 2012

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

| | |
|---|---|
| EDD Leadership Council | 8/25/2011 |
| Educational Administration, Leadership, & Research | 9/27/2011 |
| CEBS Curriculum Committee | 11/1/2011 |
| Professional Education Council | 11/9/2011 |
| Graduate Council | 12/8/2011 |
| University Senate | |

**College of Education and Behavioral Sciences**
**Educational Leadership Doctoral (EdD) Program**
**Proposal to Create a New Course**
**(Action Item)**

Contact Person:  Tony Norman, tony.norman@wku.edu, 745-3061

1. **Identification of proposed course:**
   1.1    Course prefix (subject area) and number: EDLD 796
   1.2    Course title: International Aspects of Educational Leadership
   1.3    Abbreviated course title: International Ed Leadership
   1.4    Credit hours and contact hours: 1-6 hours; may be repeated for a total of 6 hours
   1.5    Type of course: I – Independent Study
   1.6    Prerequisites: Admission to EdD program and permission of Director of Educational Leadership Doctoral Program
   1.7    Course catalog listing:  Experiential study of international issues in educational leadership by working with international communities and agencies within or outside the U.S.  International travel may be required at student's expense.  May be repeated for credit, but no more than six hours may be applied toward the EdD Educational Leadership program.

2. **Rationale:**
   2.1    Reason for developing the proposed course: As WKU's first stand alone doctoral program, the EdD in Educational Leadership program seeks to embody WKU's vision of being "A Leading American University with International Reach" and its mission to prepare "students to be productive, engaged, and socially responsible citizen leaders of a global society."  Creating a course for this purpose represents a first step toward encouraging doctoral students to include an international aspect in their program of study.
   2.2    Projected enrollment in the proposed course: 5-10 students per year.  Even without this course, 3-5 EdD students per year have included international travel in their programs of study.
   2.3    Relationship of the proposed course to courses now offered by the department: The EdD program currently has no dedicated course that would allow doctoral students to study international aspects of educational leadership.
   2.4    Relationship of the proposed course to courses offered in other departments: Several WKU programs have international or study abroad courses.  Also, some students in the EdD program have enrolled in BA 592 - Special Topics in Business when faculty members have used this course for international travel.  However, no other department has a course that specifically addresses international aspects of educational leadership.
   2.5    Relationship of the proposed course to courses offered in other institutions:  Nearly every public institution in Kentucky has a similar type course:  EDC 554 - Culture, Education and Teaching Abroad (University of Kentucky), EDG 613 - Comparative Education Systems (NKU), COMM 650 - Intercultural Communication (Morehead), INT 600 - Seminar in Global Studies (Murray).

3. **Discussion of proposed course:**
   3.1    Course objectives:  The specific objectives will vary, depending on the project developed by the student and faculty.  However, the overall objective of the course is to provide students practical and in-depth experience studying an educational leadership topic within an international setting.
   3.2    Content outline:  As this is an independent study course, the content will vary.
   3.3    Student expectations and requirements:  As this is an independent study course, student expectations will vary.  However, prior to enrollment the student and faculty supervisor will develop an agreement regarding the parameters of the international experience, required readings and assignments, as well as criteria for evaluation.

3.4 Tentative texts and course materials: As this is an independent study course, texts and course materials will vary.

**4. Resources:**
   4.1 Library resources: As this is an independent study course, library resource needs will vary. However, current resources are believed to be adequate to support the proposed course.
   4.2 Computer resources: As this is an independent study course, computer resource needs will vary. However, current resources are believed to be adequate to support the proposed course.

**5. Budget implications:**
   5.1 Proposed method of staffing: Present staffing is adequate to support this course.
   5.2 Special equipment needed: None
   5.3 Expendable materials needed: None
   5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Spring 2012

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

| | |
|---|---|
| EDD Leadership Council | 08/25/2011 |
| Educational Administration, Leadership, & Research | 09/27/2011 |
| CEBS Curriculum Committee | 11/01/2011 |
| Professional Education Council | 11/09/2011 |
| Graduate Council | 12/8/2011 |
| University Senate | |

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

Contact Person:  Michael McDonald, michael.mcdonald@wku.edu, 745-3097

1.      **Identification of proposed course:**
        1.1     Course prefix (subject area) and number:  SEC 573
        1.2     Course title: Methods of Teaching Business and Marketing Education
        1.3     Abbreviated course title: Methods Teach Bus & Mktg Ed
        1.4     Credit hours and contact hours: 3
        1.5     Type of course: Lecture
        1.6     Prerequisites/corequisites: Instructor permission, admitted to the MAT in Secondary
                Education, and admitted to teacher education
        1.7     Course description:
                Develops the skills, procedures, and strategies for teaching business and marketing
                education in the middle and secondary school. Field experiences in public schools and/or
                other appropriate settings away from campus are required in this course. Students are
                responsible for arranging their own transportation to designated or assigned sites.

2.      **Rationale:**
        2.1     Reason for developing the proposed course:
                The proposed course has been developed for inclusion in the proposed MAT in
                Secondary Education for Initial Certification. This course will develop in prospective
                business and marketing education teachers the knowledge and skills they will need to
                teach business and marketing courses in Grades 5-12. This course will address essential
                topics for students seeking initial certification in business and marketing education.

        2.2     Projected enrollment in the proposed course:  Based on the number of inquiries by
                prospective students with business degrees seeking teacher certification, enrollment is
                projected to be 10-25 students per offering.

        2.3     Relationship of the proposed course to courses now offered by the department:
                Alternate Route to Certification and initial certification Master of Arts in Education
                (MAE) programs offered in the School of Teacher Education currently include initial
                certification teaching methods courses tailored toward several content areas.  However,
                there is no graduate teaching methods course in business and marketing education for
                students seeking initial certification. In the past, students have taken the undergraduate
                teaching methods course as a deficiency before completing their program, so the
                proposed course represents an effort to provide graduate-level instruction in pedagogy for
                business and marketing education. This course will complement other graduate level
                initial certification courses as all initial certification master's level programs including
                the alternate route to certification programs will move to offering the MAT in place of
                the MAE.

        2.4     Relationship of the proposed course to courses offered in other departments:
                The content course as it relates to business and marketing education is not presently being
                offered by courses offered in other departments.

        2.5     Relationship of the proposed course to courses offered in other institutions:
                The content of the proposed course is similar to the content offered by other institutions
                with a master's degree that leads to initial certification in business and marketing

education. Two examples from WKU's benchmark universities are offered here. Southeast Missouri State University offers AD527 Implementing Business and Marketing Education. For presenting teaching methods Middle Tennessee State University offers BCEN 5240 Materials and Methods in Basic Business.

3. **Discussion of proposed course:**
    3.1    Course objectives:
- Upon completion of this course, business and marketing education students will be able to develop a The Teacher Work Sample portfolio consisting of:
  - Contextual Factors
  - Learning Goals and Pre-/Post-Assessment
  - Designed for Instruction
  - Analysis of Student Learning
  - Reflection of Teaching Practices
- Upon completion of this course, business and marketing education students will be able to demonstrate and reflect performance on identified Kentucky Teacher Standards addressed by the TWS
- Upon completion of this course, business and marketing education students will be able to conduct and analyze research on current topics in Business and Marketing Education

    3.2    Content outline:
The Teacher Work Sample (TWS) is a portfolio that reflects the best teaching methodologies as demonstrated by teacher candidates. Therefore, teacher candidates will be presented teaching methodologies and will submit the TWS portfolio as the instrument for teaching best practices and evaluation of student achievement
- Accounting for regional and local influences on teaching and learning
- Developing learning goals
- Using pre-/post-assessment to analyze teaching effectiveness
- Designing the best delivery systems for teaching individual units and evaluation of student achievement
- Conduct data analysis to determine the effectiveness of content delivery
- Reviewing the outcomes of instructional delivery
- Reviewing current literature and issues important to business and marketing education.

    3.3    Student expectations and requirements:
Student learning will be evaluated through cognitive assessments, participation, and creation of the Teacher Work Sample portfolio.
The Teacher Work Sample
- Contextual Factors
- Learning Goals and Pre-/Post-Assessment
- Designed for Instruction
- Analysis of Student Learning
- Reflection of Teaching Practices
- Research on current topics in Business and Marketing Education
- Professional behavior and participation

    3.4    Tentative texts and course materials:
Rader, M., Bailey, G. & Kurth, L. (Eds.).(2008). Effective Methods of Teaching Business Education. *National Business Education Association Yearbook, No. 46*. NBEA.

4. **Resources:**
    4.1    Library resources: No additional resources necessary.

4.2     Computer resources:  The current resources of the College of Education and Behavioral Sciences will be appropriate

**5.     Budget implications:**
5.1     Proposed method of staffing:  Current faculty will be appropriate for staffing
5.2     Special equipment needed:  Current equipment offered by the College of Education and Behavioral Sciences will be appropriate
5.3     Expendable materials needed:  No expendable materials will be needed
5.4     Laboratory materials needed:  No additional laboratory materials will be needed

**6.     Proposed term for implementation:**  Fall 2012

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

| | |
|---|---|
| School of Teacher Education: | 09/09/2011 |
| CEBS Curriculum Committee | 10/04/2011 |
| Professional Education Council | 10/12/2011 |
| Graduate Council | 12/8/2011 |
| University Senate | |

**Attachment:  Library Resources Form**

**College of Health and Human Services**
**Department of Kinesiology, Recreation, and Sport**
**Proposal to Create a New Course**
**(Action Item)**

Contact Persons:  Fred Gibson, Ph.D., fred.gibson@wku.edu, (270) 745-6021
                  Bruce Larson, Ed.D., bruce.larson@wku.edu, (270) 745-2211

1.      **Identification of proposed course:**
        1.1     Course prefix and number:  RSA 534
        1.2     Course title: Facility Management
        1.3     Abbreviated course title: Facility Management
        1.4     Credit hours: 3
        1.5     Type of course: L
        1.6     Prerequisites/corequisites: n/a
        1.7     Course catalog listing: This course integrates the various management functions of public
                assembly facilities. Students focus on advanced management principles, practices and
                methods.

2.      **Rationale:**
        2.1     Reason for developing the proposed course: This course is needed for the graduate
                concentration and certificate in Facility and Event Management administered by the
                Department of Kinesiology, Recreation, and Sport (KRS) and WKU's Division of
                Extending Learning and Outreach (DELO). The degree program and certificate are
                supported by an external agreement with the International Association of Venue
                Managers (IAVM).
        2.2     Projected enrollment in the proposed course: 20-25
        2.3     Relationship of the proposed course to courses now offered by the department: This
                course will be restricted to students accepted into the cohort and/or certificate programs
                in Facility and Event Management. This course will complement undergraduate and
                graduate facility-related courses offered by the KRS Department.
        2.4     Relationship of the proposed course to courses offered in other departments: This course
                will have little or no impact on other courses since all students taking the course will be
                admitted to an online cohort program. No other departments at WKU offer online courses
                in facility management for recreation and sport students.
        2.5     Relationship of the proposed course to courses offered in other institutions: This online
                facility management course is "cutting edge" but will eventually be included in the
                curricula of other universities offering Internet-based programs in recreation and sport
                administration such as Indiana State University.

3.      **Discussion of proposed course:**
        3.1     Course objectives:
                Upon satisfactory completion of this course, a student should have the ability to:
        •       Analyze, interpret and communicate how different organizational and ownership
                structures impact operational management.
        •       Identify the economic and social impact on the community by public assembly facilities.
        •       Analyze management's role in the developing and maintaining working relationships
                with public and union officials.
        •       Develop policy and procedure as they relate to the management and administration of
                public assembly facilities.
        •       Design and analyze management budgets.

- Explain quality customer service and management's role in the administration and delivery of facility services.
- Create an employee-training program with measurable outcomes.

3.2    Content outline:
- Introduction
- Structure and Governance in Public Facilities
- Goals, Objectives and Policy Development
- Administration of Personnel
- Management of Facilities
- Budget and Fiscal Management
- Public and Community Relations
- Legal Aspects of PAF Management
- Management of Information Systems
- Quality Service Management

3.3    Student expectations and requirements:
This will be an online course comprised of chapter readings, slides, quizzes, projects, exams, and online discussions.

3.4    Tentative texts and course materials:
Russo, F. E., Esckilsen, L. E., & Stewart, R. J. (2009). *Public assembly facility management, (2nd ed)*. Coppell, TX. International Association of Venue Managers Publishing. ISBN# 978-0-9841303-0-6.

**4.    Resources:**
4.1    Library resources: Adequate
4.2    Computer resources: No additional required.

**5.    Budget implications:**
5.1    Proposed method of staffing: This course will be taught by existing KRS faculty and part-time faculty funded by WKU's Division of Extended Learning and Outreach (DELO) and supported by an external agreement with the International Association of Venue Managers (IAVM).
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 2012

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

KRS Department              10/3/2011

CHHS Graduate Curriculum Committee    10/18/11

Graduate Council            12/8/2011

University Senate           _____

**Attachment:  Bibliography, Library Resources Form**, **Course Inventory Form**

**College of Health and Human Services**
**Department of Kinesiology, Recreation, and Sport**
**Proposal to Create a New Course**
**(Action Item)**

Contact Persons:  Fred Gibson, Ph.D., fred.gibson@wku.edu, (270) 745-6021
Bruce Larson, Ed.D., bruce.larson@wku.edu, (270) 745-2211

1.    **Identification of proposed course:**
1.1    Course prefix and number:  RSA 536
1.2    Course title: Event Management
1.3    Abbreviated course title: Event Management
1.4    Credit hours and contact hours: 3
1.5    Type of course: L
1.6    Prerequisites/corequisites: n/a
1.7    Course catalog listing: This course integrates the various management functions
associated with conducting successful events. Students focus on advanced management
principles, practices and methods.

2.    **Rationale:**
2.1    Reason for developing the proposed course: This course is needed for the graduate
concentration and certificate in Facility and Event Management administered by the
Department of Kinesiology, Recreation, and Sport (KRS) and WKU's Division of
Extending Learning and Outreach (DELO). The degree program and certificate are
supported by an external agreement with the International Association of Venue
Managers (IAVM).
2.2    Projected enrollment in the proposed course: 20-25
2.3    Relationship of the proposed course to courses now offered by the department: This
course will be restricted to students accepted into the cohort and/or certificate programs
in Facility and Event Management. This course will complement undergraduate and
graduate event-related courses offered by the KRS Department.
2.4    Relationship of the proposed course to courses offered in other departments: This course
will have little or no impact on other courses since all students taking the course will be
admitted to an online cohort program. No other departments at WKU offer online courses
in event management for recreation and sport students.
2.5    Relationship of the proposed course to courses offered in other institutions: This online
event management course is "cutting edge" but will eventually be included in the
curricula of other universities offering Internet-based programs in recreation and sport
administration such as Indiana State University.

3.    **Discussion of proposed course:**
3.1    Course objectives:
Upon satisfactory completion of this course, a student should have the ability to:
•    Analyze, interpret and communicate a comprehensive event plan.
•    Identify the economic and social impacts of special and regularly conducted events on a
community.
•    Understand the importance of effective contracts/financial arrangements for events.
•    Develop policy and procedure as they relate to the management and administration of
special and regularly conducted event.
•    Design and analyze event budgets.
•    Explain quality customer service and management's role in the administration and
delivery of event services.
•    Create an employee/volunteer training program with measurable outcomes.

- Develop and analyze and effective event risk management/emergency action plan.
- Understand the importance of effective stakeholder communication at events.
- Organize effective pre and post event meetings.

3.2     Content outline:
- Event Conceptualization
- Event Development
- Event Execution

3.3     Student expectations and requirements:
This will be an online course comprised of chapter readings, slides, quizzes, projects, exams, and online discussions

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3.4     Tentative texts and course materials:
Lawrence, H., & Wells, M. (2009). *Event management blueprint: creating and managing successful sporting events.* Dubuque, IA: Kendall Hunt Publishing. ISBN# 978-07575-7933-2.

**4.      Resources:**
4.1     Library resources: Adequate
4.2     Computer resources: No additional required.

**5.      Budget implications:**
5.1     Proposed method of staffing: This course will be taught by existing KRS faculty and part-time faculty funded by WKU's Division of Extended Learning and Outreach (DELO) and supported by an external agreement with the International Association of Venue Managers (IAVM).
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 2012

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

KRS Department                                    10/3/2011

CHHS Grad Curriculum Committee                   10/18/11

Graduate Council                                 12/8/2011

University Senate                                _____

**Attachment:  Bibliography, Library Resources Form**, **Course Inventory Form**

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

Contact Person:  Dr. Carl W. Dick, carl.dick@wku.edu, 745-2043

**1.      Identification of proposed course:**
  1.1      Course prefix (subject area) and number:  BIOL 523
  1.2      Course title: Biological Symbioses and Host-Parasite Associations
  1.3      Abbreviated course title: Host-Parasite Associations
  1.4      Credit hours and contact hours: 3
  1.5      Type of course: L
  1.6      Prerequisites: Graduate standing
  1.7      Course catalog listing: Exploration of biological symbioses, emphasizing patterns and processes of biological coevolution. Host-parasite systems are explored in detail, with a focus on classic and current coevolutionary and cospeciation systems.

**2.      Rationale:**
  2.6      Reason for developing the proposed course: With nearly half of earth's biodiversity broadly defined as parasitic, it is critical to understand the processes involved in shaping host-parasite associations and the patterns resulting from these associations. Moreover, although all living species interact at least casually with other living species, some have formed intimate and obligatory associations.  The shared evolutionary histories of such species have produced profound patterns that shape our understanding of ecology and evolution. During this course, major symbiotic systems and arthropod parasite groups will be introduced, and basic principles and theory of biological associations will be discussed. Finally, it should be mentioned that nothing in the current course offerings at WKU and the Department of Biology specifically addresses the ecological and evolutionary significance of symbioses and host-parasite interactions.  Thus, this course fills a void in course offerings to graduate students.
  2.7      Projected enrollment in the proposed course: 12–15, on the basis of BIOL 430G (Evolution: Theory and Process) enrollment as well as the number of ecology/evolution oriented graduate students in biology.
  2.8      Relationship of the proposed course to courses now offered by the department: This course compliments BIOL 460/G (Parasitology).  While BIOL 460G emphasizes internal parasites and immunology/pathology, BIOL 523 will focus mainly on external parasites and the evolutionary and ecological relationships with their hosts. While the course will include a brief overview of the biological universe of symbioses, including prokaryotes, protists, fungi, and plant/animal interactions, we will generally focus on arthropod parasites (insects, Acari) of vertebrate hosts.
  2.9      Relationship of the proposed course to courses offered in other departments: There are no courses offered at WKU that have notable overlap with the proposed course.
  2.10     Relationship of the proposed course to courses offered in other institutions: Most WKU Benchmark institutions offer Parasitology at the undergraduate level. At the graduate level, however, no similar courses are currently offered at WKU, at Benchmark institutions, nor in other colleges and universities in Kentucky. A typical parasitology course stresses immunology and pathology with particular emphasis on medical and veterinary parasitology. The proposed course differs from Benchmark offerings, because it focuses on theoretical evolutionary and ecological symbioses with an emphasis on host-parasite associations.

**3.      Discussion of proposed course:**
  3.5      Course objectives: Expose students to several interspecific associations of biological organisms, with an emphasis on host-parasite relationships. Students will understand the

biology of each "associate" (the parasites and the hosts) as well as properties that emerge from the association (e.g., host specificity). Students will explore various aspects of the evolution and ecology of host-parasite relationships using books and primary literature, and they will learn theory based on model host-parasite systems.

3.2 Content outline:
- Definitions pertaining to biological associations
- Overview of species and lineages involved in major symbioses
- Introduction to ectoparasitic arthropod groups (eg. lice, fleas, ticks)
- Host-parasite ecology
- Host-parasite evolution
- Coevolution
- Cospeciation
- Pattern evident from biological associations
- Processes shaping the properties of biological associations
- Emergent properties
- Symbioses and emerging infectious diseases

3.3 Student expectations and requirements: Each student will be expected to attend and participate in lectures, readings of text and primary literature, and examinations. Each student will be required to complete a literature review and making a lecture presentation to the class for a specific symbiotic system. This assignment will also incorporate a written term paper component.

3.4 Tentative texts and course materials: No single required text. Course materials will be chosen from a wide variety of sources including books and journal articles (see Bibliography).

**4. Resources:**
4.3 Library resources: Adequate
4.4 Computer resources: Adequate

**5. Budget implications:**
5.5 Proposed method of staffing: Existing faculty will teach this course
5.6 Special equipment needed: None
5.7 Expendable materials needed: None
5.8 Laboratory materials needed: None

**6. Proposed term for implementation: Fall 2012**

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

Biology Department                                      _11 Nov. 2011_____

OCSE Graduate Committee                        _18 Nov. 2011_____

Graduate Council                                       __12/8/2011_____

University Senate                                        _____

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

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

Contact Person: Bruce A. Schulte, bruce.schulte@wku.edu, 745-4856

1.  **Identification of proposed course:**
    1.1     Course prefix (subject area) and number:  BIOL 532
    1.2     Course title: Behavioral Ecology
    1.3     Abbreviated course title:  Behavioral Ecology
    1.4     Credit hours and contact hours:  3
    1.5     Type of Instruction:  L
    1.6     Prerequisites:  Graduate standing
    1.7     Course catalog listing: An investigation of animals in reference to their evolution and interactions with others emphasizing behavior related to their survival and reproduction in a natural context.

2.  **Rationale:**
    2.1     Reason for developing proposed course:  At many universities the proposed course, Behavioral Ecology, is a graduate class with greater emphasis on theory, modeling and reading of the primary literature than a course in Animal Behavior.  The proposed course also separates the laboratory component (proposed as a new course) from the lecture aspect, making it available for a wider range of graduate students some of whom do not need the laboratory/field aspect of the currently offered course (BIOL 530 - Animal Behavior).
    2.2     Projected enrollment for the course: 6-12 students based on prior offerings as a temporary course and as BIOL 530.  As the biology graduate program grows, class enrollment is expected to increase as well.
    2.11    Relationship of proposed course to courses now offered by the department:  Currently, BIOL 530 - Animal Behavior (4 hrs) is in the course catalog.  The title of this course is common to an undergraduate course at WKU (e.g., Biology 334) as well as undergraduate courses offered at other institutions.  Furthermore, the current course combines the laboratory and lecture components.  The new course proposals separate these offerings.  BIOL 530 will be archived upon the implementation of BIOL 532 ad BIOL 533.
    2.12    Relationship of the proposed course to courses offered in other departments: PSY 511 (Learning), PSY 523 (Cognition), PSY 550 (Personality Theory) and PSY 552 (Adv Social) all have behavioral components that are touched on in Behavioral Ecology.  The psychology courses are mostly human-based and not focused on survival and reproduction in the wild.
    2.3     Relationship of proposed course to courses offered in other institutions: Of 19 Benchmark schools surveyed, ten schools offer Animal Behavior at the undergraduate level, six schools offer Animal Behavior at the graduate level, four schools offer Behavioral Ecology at the undergraduate level and three schools offer Behavioral Ecology at the graduate level.  Two of these schools offer Behavioral Ecology at the undergraduate level as well, while the third offers Animal Behavior at the undergraduate level. Only four schools offer neither course.  Credit hours vary from 3-5 with or without a laboratory.

3.  **Discussion of proposed course:**
    3.1     Course objectives: Students will
        *   be exposed to the process of scientific study through the field of behavioral ecology,

- gain experience with discussing ideas and investigating the behavioral ecology literature,
- produce scientific products in the form of papers and/or presentations.

At the conclusion of the course, students will be able to:
- Explain the major concepts especially ultimate ideas (those that focus on the evolution and function of behavior) in behavioral ecology
- Recognize the role of research and the primary literature in understanding behavioral ecology
- Discuss and write critically about scientific concepts in the realm of behavioral ecology
- Formulate scientific questions in behavioral ecology
- Work on hypothesis driven scientific problems in behavioral ecology
- Create scientifically based presentations and/or papers

3.2     Content outline: topics will include but may not be limited to the following:
- Adaptation
- Decisions & Foraging
- Predation Risk
- Senses & Cognition
- Conflicts & Contests
- Communication
- Group Behavior
- Cooperation & Aggression
- Sexual Selection
- Mating Systems & Parental Care
- Behavioral Syndromes

3.3     Student expectations and requirements:
        The student will:
- Perform satisfactory on all evaluator mechanisms
- Participate in and at times lead class discussions
- Read the primary literature
- Write critiques and/or explanatory papers in scientific format

3.4     Tentative texts and course materials:          Westneat & Fox (eds) 2010 Evolutionary Behavioral Ecology, Oxford University Press.  Plus articles from the primary literature.

**4.  Resources:**
4.1     Library Resources:  Adequate
4.2     Computer resources:  Adequate

**5.  Budget implications:**
5.1     Proposed method of staffing:  Existing staff
5.2     Special equipment needed:  none
5.3     Expendable materials needed:  none
5.4     Laboratory materials needed:  none

**6.  Proposed term for implementation:** Fall 2012

**7. Dates of review and approvals:**

| | |
|---|---|
| Biology Department: | _11 Nov. 2011_____ |
| OCSE Graduate Committee | _18 Nov. 2011_____ |
| Graduate Council | __12/8/2011____ |
| University Senate | _____ |

**Attachments:  Bibliography, Library Resources Form**, **Course Inventory Form**

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

Contact Person:  Bruce A. Schulte, bruce.schulte@wku.edu, 745-4856

1.   **Identification of proposed course:**
   1.1      Course prefix (subject area) and number:  BIOL 533
   1.2      Course title: Behavioral Ecology Laboratory
   1.3      Abbreviated course title:  Behavioral Ecology Lab
   1.4      Credit hours and contact hours:  2
   1.5      Type of Instruction:  B
   1.6      Prerequisites:  Graduate standing
   1.7      Course catalog listing: A field and laboratory investigation of the methodology to study the actions of animals in reference to their evolution, environment and interactions with other organisms.

2.   **Rationale:**
   2.1      Reason for developing proposed course:  The current graduate course in Animal Behavior (BIOL 530) combines the lecture and laboratory components into a single course.  Some graduate students need only one or the other aspect (theory or practical use).  The proposed course coupled with the separate classroom based offering, Behavioral Ecology (BIOL 532), provides this flexibility in the curriculum.  BIOL 530 will be archived upon the implementation of BIOL 532 and BIOL 533.
   2.2      Projected enrollment for the course: 6-12 students based on prior offerings.  As the biology graduate program grows, enrollment is expected to increase as well.
   2.3      Relationship of proposed course to courses now offered by the department:  Currently, Animal Behavior (BIOL 530, 4 hrs) is in the course catalog.  The title of this course is common to an undergraduate course at WKU (BIOL 334) as well as undergraduate courses offered at other institutions.  Furthermore, the current course combines the laboratory and lecture components.  The new course proposals separate these offerings (BIOL 532 and 533).
   2.4      Relationship of the proposed course to courses offered in other departments: PSY 511 (Learning, 3 hrs), PSY 523 (Cognition, 3 hrs), and PSY 552 (Adv Social, 3 hrs) all have behavioral components that are touched on in Behavioral Ecology.  The psychology courses are mostly human-based and not focused on survival and reproduction in the wild or the explicit behavioral methods used to collect data on these aspects of the behavior of animals.
   2.5      Relationship of proposed course to courses offered in other institutions: Of 19 Benchmark schools surveyed, 15 schools offer either or both Animal Behavior and Behavioral Ecology.  Animal Behavior is offered more frequently at the undergraduate than graduate level, while the opposite is true for Behavioral Ecology.  Credit hours vary from 3-5 with or without a laboratory.

3.   **Discussion of proposed course:**
   3.1      Course objectives: Students will:
   - be exposed to the process of scientific study through the field of behavioral ecology,
   - understand aspects of experimental design for conducting behavioral studies on animals,
   - work on hypothesis driven scientific problems in behavioral ecology,
   - be capable of collecting, analyzing and presenting appropriate behavioral data for a scientific study in behavioral ecology,

- produce scientific products in the form of papers and/or presentations.

3.2     Content outline: Topics will include but may not be limited to the following:
- History of Behavioral Ecology
- Ethics
- Considerations in planning a behavioral study
- Preliminary observations and experimental units
- Recording methods and mediums
- Reliability and validity
- Research design
- Statistical analyses for behavioral studies
- Interpreting and writing in light of the behavioral literature
- Scientific presentation of behavioral studies

3.3     Student expectations and requirements:
The student will:
- perform satisfactory on all evaluator mechanisms,
- read the primary literature,
- work in groups and singly to formulate hypotheses, design experiments, collect, analyze and interpret data, and present their study.

3.4     Tentative texts and course materials:
Martin, P. and P. Bateson. 2007. *Measuring Behaviour: An Introductory Guide*. 3rd edition. New York: Cambridge University Press. Plus articles from the primary literature.

4. **Resources:**
   4.1     Library Resources:  Adequate
   4.2     Computer resources:  Adequate

5. **Budget implications:**
   5.1     Proposed method of staffing:  Existing staff
   5.2     Special equipment needed:  none
   5.3     Expendable materials needed:  none
   5.4     Laboratory materials needed:  none

6. **Proposed term for implementation:** Fall 2012

7. **Dates of review and approvals:**
   Biology Department:                          _11 Nov. 2011_____

   OCSE Graduate Committee               _18 Nov. 2011_____

   Graduate Council                              __12/8/2011_____

   University Senate                             _____

**Attachments:  Bibliography, Library Resources Form**, **Course Inventory Form**

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

Contact Person: Michael Smith (michael.smith1@wku.edu); 745-2405

1. **Identification of proposed course**

    1.1    Course Prefix:  BIOL 545
    1.2    Course Title:  Animal Communication
    1.3    Abbreviated Title:  Animal Communication
    1.4    Credit hours and contact hours: 3
    1.5    Type of Course:  L
    1.6    Prerequisites:  Graduate standing.
    1.7    Course Catalog Listing:
           An investigation of the principles and mechanisms by which animals produce and
           receive signals for each sensory modality (sound detection, vision, chemoreception,
           and electroreception).

2. **Rationale**
    2.1    Reason for developing the proposed course:
           This course will provide graduate students with an opportunity to learn the
           mechanisms underlying animal communication, a topic that is not thoroughly covered
           in current animal courses. Moreover, students will gain an understanding of the
           complexities of animal communication in the contexts of sensory biology, signal
           optimality, and the evolution of behavior.

    2.2    Projected enrollment in the proposed course:
           Based on data from previous offerings as a temporary course, an enrollment of
           approximately 10–15 students is expected. This course is intended for graduate
           students with interests in animal behavior, ecology, physiology, psychology, or
           cognitive science.

    2.3    Relationship of the proposed course to courses now offered by the department:
           The Department of Biology does not offer a course in Animal Communication.  The
           proposed course will expand topics explored in undergraduate courses such as BIOL
           321 (Comparative Anatomy), BIOL 330 (Animal Physiology), BIOL 334 (Animal
           Behavior), and BIOL 335 (Neurobiology).  It will complement current graduate level
           courses such as BIOL 526 (Physiological Ecology), BIOL 530 (Animal Behavior) and
           BIOL 532 (Behavioral Ecology), by providing a direct link between anatomical
           features of animals that allow them to produce and receive signals and the behaviors
           that are modified by attending to these signals. Further, there is minimal exposure to
           animal communication at the graduate level currently in the Biology Department.

    2.4    Relationship of the proposed course to courses offered in other departments:
           The proposed course does not conflict with courses offered in other departments at
           WKU.  Rather, this course will complement courses taught in the Department of
           Psychology: PSY 411G (Psychology of Sensation and Perception) and PSY 480G
           (Physiological Psychology).

    2.5    Relationship of the proposed course to courses offered in other institutions:
           Animal Communication is generally not offered at Western Kentucky University's
           benchmark institutions. Instead, Animal Behavior or Behavioral Ecology courses are

offered typically by biology departments while Sensation and Perception courses are offered by psychology departments. These sets of courses are offered at University of Northern Iowa, Wichita State University, Indiana State University, Oakland University, Eastern Kentucky University, and the University of Louisville. One benchmark institution that offers Animal Communication is Towson University (Biol 613), and this course is common for larger institutions. For example, the following universities offer Animal Communication: University of Maryland (Bsci 338C/Biol 708D), University of Texas at Dallas (Psy 3364), University of Buffalo (APY 344), University of Minnesota (EEB 8990), University of Wisconsin (Psych-Zoo 550), and University of New Mexico (Biol 584). Course offerings in Kentucky include: Eastern Kentucky University offers PSY 315 (Sensation and Perception); Northern Kentucky University offers BIO 245 (Neurobiology); Morehead State University offers PSY 584 (Sensation and Perception); the University of Kentucky offers PSY 312 (Brain and Behavior), and the University of Louisville offers PSY 331 (Sensation and Perception), PSY 344 (Physiological Psychology), and PSY 543 (Sensory Processes). Most of these courses review human perception, but lack content on perception in other animals and their associated behaviors.

**3.  Discussion of proposed course**

3.1  Course objectives:

Students will learn the essential concepts of animal communication. They will gain an understanding of the main sensory modalities used for communication- audition, vision, chemical reception, and electroreception, and how signals and receptors have been optimized for communication over evolutionary time. Another objective of the course will be to provide students with the opportunity to improve their critical thinking and writing skills via writing assignments and their library research and oral presentation skills by having them give individual presentations on an animal communication topic of their choosing.

3.2  Content outline:

Part 1:  Introduction to animal communication
- definitions of communication
- why study animal communication
- techniques for studying animal communication

Part 2:  Acoustic communication
- properties of sound
- Fourier analysis
- sound propagation
- sound reception

Part 3:  Visual communication
- properties of light
- production and transmission of light signals
- vision

Part 4:  Chemical signals
- production and transmission of chemical signals
- chemosensory receptors

Part 5:  Electroreception
- properties of electric fields
- generation of bioelectric fields
- reception of electric signals

Part 6:  Optimizing communication
- optimality theory
- signal evolution
- costs and constraints on signal evolution

Part 7:  Signaling strategies
- evolutionary game theory
- signal honesty
- territorial and mating signaling
- autocommunication

3.3     Student expectations and requirements:
Students will be expected to read the assigned chapters before lecture and participate in class discussions. Student performance will be based on a combination of lecture exams, quizzes, writing assignments, and a research presentation on an approved animal communication topic of their choosing.

3.4     Tentative texts and course materials:
Bradbury, J. W., Vehrencamp, S. L. 2011. *Principles of Animal Communication*. 2nd Edition. Sunderland, MA: Sinauer Associates, Inc. 697 pp. Additional readings will be on reserve at the library, as well as web-based videos.

**4.     Resources**
4.1     Library resources:
Adequate library resources exist to offer such a course (see attachment).  Materials not present in the library will be supplemented from the instructor's personal library.

4.2     Computer resources:
Departmental computer resources are sufficient to instruct students during lectures. Students will be expected to have computer and Internet access outside of class.

**5.     Budget implications**
5.1     Proposed method of staffing:
Existing faculty.

5.2     Special equipment needed:
No special equipment is needed.

5.3     Expendable materials needed:
None

5.4     Laboratory materials needed:
None

**6.     Proposed term for implementation**          Summer 2012

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

Biology Department                          _11 Nov. 2011_____ _____

OCSE Graduate Committee            _18 Nov. 2011_____

Graduate Council                              __12/8/2011_____

University Senate

**Attachment:  Bibliography, Library Resources Form**, **Course Inventory Form**

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

Contact Person:  Michael Collyer, michael.collyer@wku.edu, 270 745-8765

1.  **Identification of proposed course**
    1.1    Course prefix (subject area) and number: BIOL 582
    1.2    Course title: Biometry
    1.3    Abbreviated course title: Biometry
    1.4    Credit hours: 3
    1.5    Schedule type: L
    1.6    Prerequisites/corequisites: Graduate standing
    1.7    Course catalog listing: Application of statistical techniques to problems in biological sciences. Emphasis is placed on hypothesis testing, use of linear models, randomization techniques, and non-parametric methods.

2.  **Rationale**
    2.1    Reason for developing the proposed course:  Graduate students in Biology have varied backgrounds in statistics.  Some have never had a statistics course; others have had several.  However, it is rare that students are experienced in analysis of novel data sets, working from first principles and critically evaluating alternative methods.  This course is unique compared to most undergraduate statistics courses by simulating "real life" experiences with data analysis, where students are presented with data but no obvious strategy for solution.  Students develop the ability to determine testable hypotheses and apply appropriate statistical tests to example data.  Students also learn to present analytical results in scientific writing.  The M.S. in Biology degree with Thesis option requires that students analyze data collected from their research. The experiences in this course simulate novel data analysis and presentation and should provide students with valuable experience in writing theses or other scientific manuscripts.
    2.2    Projected enrollment in the proposed course:  This course could accommodate up to 20 students but will function best with an enrollment of 10-12 students.  Although the course is targeted at graduate students in biological sciences, it should appeal to any student interested in research in the life sciences or any science discipline that relies on experimental methods or observational studies to acquire data from the natural world.
    2.3    Relationship of the proposed course to courses now offered by the department: Two other statistics courses are offered by the Department of Biology.  One course, **BIOL 283** (Introductory Biostatistics), is a 4-credit course (lecture 3 hrs, lab 2 hrs) offered to undergraduates.  Compared to the proposed course, the coverage of topics has about 60% overlap.  However, whereas BIOL 283 devotes more time to probability distributions and simple hypothesis tests, BIOL 582 surveys a greater breadth of applied statistical tests. BIOL 582 also emphasizes to a greater degree learning statistical software and scientific writing, in order to present data analysis results to a scientific audience. Another course, **BIOL 483/G** (Multivariate Methods in Biology), is a 4-credit course (lecture 3 hrs, lab 2 hrs) offered to both undergraduates and graduates with demonstrated previous experience in statistics.  This course has less than 20% overlap of topics with BIOL 283 or BIOL 582, targeting specifically the analysis of multi-response data (as is common in the biological sciences).
    2.4    Relationship of the proposed course to courses offered in other academic units: At the graduate level, advanced or applied statistics courses are listed by six departments: (i) **ECON 506** (Applied Statistical Methods), (ii) **GEOS 520** (Geoscience Statistical Methods), (iii) **MATH 429G** (Probab/Stats II), **MATH 501** (Intro Prob/Stat I), and **STAT 549** (Stat Meth I), (iv) **PH 520** (Biostatistics for Public Health), (v) **PSY 513**

(Advan Stat Anal) and (vi) **SOCL 514** (Advanced Social Statistics). Although the proposed outline of topics to be taught in **BIOL 582** (Biometry) is superficially similar to the content covered in **SOCL 514** and **STAT 549**, this course will focus on the application of statistical techniques to biological and ecological information, with emphasis on pertinent methods. Based on available syllabi from all courses mentioned above, BIOL 582 focuses more on permutations methods and model comparisons/selection criteria as course topics, plus emphasizes critique of written presentation of analytical results.

2.5    Relationship of the proposed course to courses offered in other institutions:  The number of institutions offering similar courses is numerous, at both graduate and undergraduate levels.  A survey of WKU Benchmark institutions (restricted to only Biology departments and non-cross-listed courses) revealed that 74% had similar courses at the graduate level. In the Commonwealth of Kentucky, Eastern Kentucky University offers a graduate course in Biostatistics (BIO 810); Murray State University offers a graduate course in Biostatistics and Probability (OSH 637).  The University of Louisville has a Department of Bioinformatics and Biostatistics, and offers a PhD program in Biostatistics. Additionally, the Biology Department offers two graduate courses in Advanced Biostatistics (BIOL 650 and 651).  The University of Kentucky also has a PhD program in Biostatistics, offered through the Department of Statistics.  Several graduate statistics courses pertaining to biological research are also taught in the Statistics curriculum.

**3.   Description of proposed course**
    3.1    Course objectives:
    - Familiarize students with current methods of statistical analysis, most pertinent to biological research
    - Develop skills in computer programming and statistical software applications
    - Develop critical thinking skills for discerning between different methods of data analysis for various data types
    - Develop both an ability to report statistical results for a broad scientific audience and critically evaluate statistical methods published in scientific literature.

    3.2    Course content outline:
    - Biological Data
    - Summarizing data: computer applications
    - Descriptive statistics
    - Probability distributions
        o Empirical distributions
        o Parametric distributions
    - Hypothesis tests
    - Analysis of variance
        o Single factor
        o Multi-factor
        o Nested designs
    - Linear regression and correlation
    - Advanced linear regression and linear models
        o Multiple regression
        o Curvilinear regression
        o Analysis of covariance
    - Model Comparison methods
        o Likelihood ratio tests
        o Information criteria
        o Stepwise regression
    - Statistical Power Estimation
    - Non-parametric approaches
    - Analysis of frequencies and categorical data

- Matrix operations
  - Linear model redux
  - Multivariate response data
  - Structural Equation Modeling
- Unconventional methods
- Special topics (a chance to explore something unique)

3.3 Student expectations and requirements: Approximately ½ of a student's grade is based on data analysis reports from assigned data and ½ of the grade is based on submission and quality of a manuscript, which involves novel analysis of data.

3.4 Tentative text: R. R. Sokal and F. J. Rohlf. 2011. Biometry, 4th Edition. ISBN13: 978-0716786047, ISBN10: 0716786044.  The course also relies on up-to-date website references.


**4. Resources:**
4.1 Library resources: No specific resources required, but newly published text might be requested for Reserve materials.
4.2 Computer resources: The course uses the computer program, R.  Computers will be made available to students from the "Computer Cart" in the Biology Department  Students are also encouraged to use their own personal notebook computers in class.

**5. Budget implications:**
5.1 Proposed method of staffing: Existing faculty
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

**6. Term of Implementation**: Fall 2012

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

Biology Department:                          _11 Nov. 2011_____

OCSE Graduate Committee              _18 Nov. 2011_____

Graduate Council                              __12/8/2011____ __

University Senate                              _____


**Attachment:  Bibliography, Library Resources Form**, **Course Inventory Form**

**University College**
**Gender & Women's Studies Program**
**Proposal to Create a New Course**
**(Action Item)**

Contact Person:  Jane Olmsted, jane.olmsted@wku.edu, 5-5787

1.       **Identification of proposed course:**
   1.1       Course prefix (subject area) and number:  GWS 565
   1.2       Course title: Black Feminism and the Politics of Community
   1.3       Abbreviated course title: Black Feminism & Community
   1.4       Credit hours and contact hours: 3
   1.5       Type of course: S
   1.6       Prerequisites/corequisites: None.
   1.7       Course catalog listing: Examination of the U.S. Black feminist movement, with attention to challenges within Black communities and across social movements such as feminism and Civil Rights, and to transnational perspectives.

2.       **Rationale:**
   2.1       Reason for developing the proposed course: Current approved electives in the graduate program in Gender & Women's Studies offer a good range of courses but none deals exhaustively with this important struggle. Students have requested courses dealing with the intersection of race and gender. This course provides students with an opportunity to learn the history of an important movement, and to read close the writers who defined it.
   2.2       Projected enrollment in the proposed course: 8-12
   2.3       Relationship of the proposed course to courses now offered by the department: GWS 535 Roots of Feminism includes some material on Black feminism, but does not provide the kind of in-depth analysis that GWS 565 will.
   2.4       Relationship of the proposed course to courses offered in other departments: Two history courses share certain elements: HIST 530 Civil Rights Movement and HIST 553 American Women's History focus on important segments but are both broader in terms of material and intention and/or more focused in terms of historical period. GWS students interested in race relations would be able to build a strong emphasis using all three of these courses. No other graduate course at WKU focuses solely on Black feminism as a theoretical, personal/political, and activist body of work that is both historically significant and continuing to evolve as contemporary issues reshape the material.
   2.5       Relationship of the proposed course to courses offered in other institutions: While many universities offer graduate courses in courses similar to this, some of them are special topics or focus the material in different ways. Among the benchmark institutions, Florida Atlantic University offers a more general Women of Color in the U.S. (WST 6405), and the University of Northern Iowa offers Black Women in America: Challenge, Spirit, Survival (HUM 5160). In Kentucky, the University of Louisville offers WGST 643 Black Women's Voices, but most other Kentucky universities do not offer race-focused courses at the graduate level (or do not have graduate offerings at all). In neighboring states, the Ohio State University offers Topics in WS 810 Black Feminist Theory, but other universities neighboring Kentucky have different focuses (sexuality, transnational, and so on).  WKU's Gender & Women's Studies Program's emphasis on intersections of race, class, and gender, therefore, provide us with a niche for attracting students interested in these issues.

3.       **Discussion of proposed course:**
   3.1       Course objectives:

- Examine key elements of and variations in black feminist thought, through diverse political and literary texts and/or art works;
- Analyze some of the ways in which "community" and "politics" have impacted Black feminism, and vice versa;
- Integrate new learning with personal understanding of individual social location, personal histories of received knowledge and lived experience, and political action;
- Apply learning to an original research project.

3.2    Content outline:

    I.   Identity Politics and the Early Black Feminist Movement
- a.   Early Black women writers
- b.   Anti-Lynching
- c.   Struggle for Suffrage
- d.   The Club Movement and the Early "white" Women's Movement

    II.   Politics of Community: Gender and Race
- a.   Controversy: the Anita Hill/Clarence Thomas Hearings
- b.   "Black Macho and the Myth of the Super Woman"

    III.  Sexual Politics, Black Music, and Popular Culture
- a.   Controversy: Misogyny and Rap
- b.   AIDS, Sex, and Intra-Community Crises

    IV.  Black Feminists and Third World Politics
- a.   Third Wave Black Feminist Expression
- b.   Cross-national alliances and activism

3.3    Student expectations and requirements: Students will be expected to perform at an appropriate level of sophistication; they will critically analyze key texts and demonstrate increased understanding of the controversies within and across social movements and communities. Specific graded assignments are likely to include essay exams, reflection papers, a term research project and/or creative project addressing a key topic of the course.

3.4    Tentative texts and course materials:

Collins, Patricia Hill. *Black Feminist Thought*. New York: Routledge, Rev, 10th Anniv., 2nd ed. 2000.

Collins, Patricia Hill. *Black Power to Hip Hop.* Philadelphia: Temple University Press, 2006.

Collins, Patricia Hill. *Black Sexual Politics.* New York: Routledge, 2004.

Constantine-Simms, Delroy. *The Greatest Taboo.* Los Angeles: Alyson Books, 2000.

Giddings, Paula. *When and Where I Enter*. New York: Harper Paperbacks, 2 edition, 1996.

Glenn, Evelyn Nakano. *Shades of Difference: Why Skin Color Matters.* Stanford: Stanford University Press, 2009.

Guy-Sheftall, Beverly. *Words of Fire.* New York*:* The New York Press, 1995.

Hull, Gloria, Barbara Smith, Patricia Bell Scott, *But Some of Us Are Brave.* New York: The Feminist Press, 1982.

Jordan, June. *Some of Us Did Not Die.* New York: Basic Books, 2002.

Lorde, Audre. *Sister/Outsider.* Crossing Press. 2007. Berkeley: The Crossing Press, 1984

Morgan, Joan. *When Chickenheads Come Home to Roost.* New York: Touchstone, 1999.

Morrison, Toni. *Race-ing Justice, En-Gendering Power: Essays on Anita Hill, Clarence Thomas, and the Construction of Social Reality.* New York: Pantheon Books, 1992.

Pough, Gwendolyn. *Check It While I Wreck It: Black Womanhood, Hip-Hop Culture, and the Public Sphere.* Boston: Northeastern University Press, 2004.

Smith, Barbara. *Home Girls* (1983, 2000). New Brunswick: Rutgers University Press, 2000.

Walker, Alice. *In Search of Our Mother's Gardens.* Orlando: Harcourt Inc, 1983.

Wallace, Michelle. *Black Macho and the Myth of the Superwoman.* New York: Verso, 1990.

*Hip-Hop: Beyond Beats and Rhymes* (6 Parts on YouTube) or here: **http://tinyurl.com/yzt86uk**

**4.**	**Resources:**
      4.1	Library resources: Adequate
      4.2	Computer resources: Adequate

**5.**	**Budget implications:**
      5.1	Proposed method of staffing: Current
      5.2	Special equipment needed: None
      5.3	Expendable materials needed: None
      5.4	Laboratory materials needed: None

**6.**	**Proposed term for implementation:** Fall 2012

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


    Gender & Women's Studies Program	   11/2/2011____

    University College Graduate Curriculum Committee	   11/14/11_____

    Graduate Council	    __12/8/2011_

    University Senate	_____


**Attachment:  Bibliography, Library Resources Form**, **Course Inventory Form**

**University College**
**Gender & Women's Studies Program**
**Proposal to Create a New Course**
**(Action Item)**

Contact Person:  Jane Olmsted, jane.olmsted@wku.edu, 5-5787

**1.      Identification of proposed course:**
　　　1.1  Course prefix (subject area) and number:  GWS 570
　　　1.2  Course title: Special Topics in Gender & Women's Studies
　　　1.3  Abbreviated course title: Special Topics in Gender & WS
　　　1.4  Credit hours and contact hours: 1-6 repeatable
　　　1.5  Type of course: S
　　　1.6  Prerequisites/corequisites: Admission to the Certificate in Gender & Women's Studies or permission of the instructor.
　　　1.7  Course catalog listing: A detailed study of a specialized topic in gender & women's studies. Repeatable to a maximum of six hours.

**2.      Rationale:**
　　　2.1      Reason for developing the proposed course: Current approved electives in the graduate program in Gender & Women's Studies offer a good range of courses but do not in any way exhaust the possibilities for courses that address women's experience and contributions or the various ways in which gender is constructed for women and men. Some disciplinary perspectives are not represented at all, and a special topics course would give faculty an opportunity to address this absence through disciplinary or interdisciplinary lenses. While the current GWS 470/470G Special Topics course is available, it is less desirable than a 500-level course for graduate students only. Many of our graduate students express a preference for 500-level courses (or above).
　　　2.2      Projected enrollment in the proposed course: 8-12
　　　2.3      Relationship of the proposed course to courses now offered by the department: GWS currently offers GWS 470/470G Special Topics.
　　　2.4      Relationship of the proposed course to courses offered in other departments: Most graduate programs offer a special topics option. GWS 570 will draw from interdisciplinary perspectives in order respond to contemporary issues related to gender and women's studies.
　　　2.5      Relationship of the proposed course to courses offered in other institutions: Most graduate programs in other institutions offer special topics options.

**3.      Discussion of proposed course:**
　　　3.1      Course objectives: Each instructor will determine the objectives of the course; however, all courses will meet the mission of the Gender & Women's Studies Program: to　broaden women's and men's knowledge and awareness of gender dynamics, with emphasis on issues that impact on women's experience." As is the case with all GWS courses, interdisciplinary approaches will be especially encouraged.
　　　3.2      Content outline: The outline of special topics courses will vary and is contingent upon the topic under study.
　　　3.3      Student expectations and requirements: Students will be expected to perform at an appropriate level of sophistication. Examples of assignments include critical reflections, exams, and term research and/or creative projects that lead to deeper understanding and application of the specific content.
　　　3.4      Tentative texts and course materials: Texts and reference materials will vary according to the instructor's specific needs.  It is expected that all materials are currently owned by the university or will be available online.

**4. Resources:**
    4.1     Library resources: Adequate
    4.2     Computer resources: Adequate

**5. Budget implications:**
    1.1  Proposed method of staffing: Current
    1.2  Special equipment needed: None
    1.3  Expendable materials needed: None
    1.4  Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2012

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

| | |
|---|---|
| Gender & Women's Studies Program | 11/2/2011 |
| University College Graduate Curriculum Committee | 11/14/2011 |
| Graduate Council | 12/8/2011 |
| University Senate | |

**Attachment:  Bibliography, Library Resources Form**, **Course Inventory Form**

**University College**
**M.A. Social Responsibility & Sustainable Communities**
**Proposal to Create a New Course**
**(Action Item)**

Contact Person:  Jane Olmsted, jane.olmsted@wku.edu, 5-5787

**1.      Identification of proposed course:**
   1.1  Course prefix (subject area) and number:  ICSR 570
   1.2  Course title: Special Topics in Social Responsibility & Sustainable Communities
   1.3  Abbreviated course title: Special Topics in SRSC
   1.4  Credit hours and contact hours: 1-6 repeatable
   1.5  Type of course: S
   1.6  Prerequisites/corequisites: Admission to the master's program in Social Responsibility & Sustainable Communities or permission of the instructor.
   1.7  Course catalog listing: A detailed study of a specialized topic, for students in the master's program in Social Responsibility & Sustainable Communities. Repeatable for a maximum of six hours.

**2.      Rationale:**
   2.1      Reason for developing the proposed course: Current approved electives in the M.A. in Social Responsibility & Sustainable Communities offer a range of courses but do not in any way exhaust the possibilities for courses that address the themes of this interdisciplinary master's program.  A special topics course would give faculty an opportunity to address topics not represented in the list of approved electives, and would enrich the options available to students for focused study in their particular area of interest.
   2.2      Projected enrollment in the proposed course: based on the enrollment of the first cohort (22) and anticipated ongoing enrollment: 10-18
   2.3      Relationship of the proposed course to courses now offered by the department: There is no other graduate-level special topics course.
   2.4      Relationship of the proposed course to courses offered in other departments: Most graduate programs offer a special topics option. ICSR 570 will draw from interdisciplinary perspectives in order respond to contemporary issues related to the M.A. in SRSC.
   2.5      Relationship of the proposed course to courses offered in other institutions: Most graduate programs in other institutions offer special topics options.

**3.      Discussion of proposed course:**
   3.1      Course objectives: Each instructor will determine the specific objectives of the course; however, all courses will address at least one of the program objectives:
   - examine a range of disciplinary perspectives on social justice;
   - analyze the interrelationships of issues and interlocking systems associated with social organization and community development;
   - examine the practical and theoretical principles of sustainability and how to apply them to diverse situations and communities throughout the world;
   - analyze the power relationships (gender, race, age, class) that historically surround social justice and how these may be changed or augmented to increase social equality and equity; and
   - apply the principles of community organizing and be able to effectively utilize them in a variety of communities.
   3.2      Content outline: The outline of special topics courses will vary and is contingent upon the topic under study.

3.3      Student expectations and requirements: Students will be expected to perform at an appropriate level of sophistication; assignments may include critical reflections, community-based projects, exams, term research projects and/or creative projects that lead to deeper understanding and application of the specific content.

3.4      Tentative texts and course materials: Texts and reference materials will vary according to the instructor's specific needs. It is expected that all materials are currently owned by the university or will be available online.

**4.      Resources:**
     4.1      Library resources: Adequate
     4.2      Computer resources: Adequate

**5.      Budget implications:**
     5.1   Proposed method of staffing: Current
     5.2   Special equipment needed: None
     5.3   Expendable materials needed: None
     5.4   Laboratory materials needed: None

**6.      Proposed term for implementation:** Fall 2012

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


Social Responsibility & Sustainable Communities M.A.      ___10/28/2011_____

University College Graduate Curriculum Committee   ___11/14/2011_____

Graduate Council      __12/8/2011_____

University Senate      _____


**Attachment:   Bibliography, Library Resources Form**, **Course Inventory Form**

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

Contact Person: Helen Sterk, helen.sterk@wku.edu, 745-3957

1.  **Identification of proposed course:**
    1.1.  Course prefix (subject area) and number: COMM 505
    1.2.  Course title: Introduction to Graduate Studies in Communication
    1.3.  Abbreviated course title: Intro Grad Studies in Comm
    1.4.  Credit hours and contact hours: 1
    1.5.  Type of course: S
    1.6.  Prerequisites/corequisites: None
    1.7.  Course catalog listing:  Introduces students to the norms and practices of scholarship in the Communication discipline. Topics include: scholarly thought, research strategies, and writing strategies.

2.  **Rationale:**
    2.1.  Reason for developing the proposed course: This will be a foundational course in the graduate program in Communication. In it, students will learn basic expectations of what it means to be a scholar in the discipline, thereby laying a common base for all master's students to build on.  Assessment of the graduate program in Communication indicates that not all students understand how to think and write at this level. Communication graduate students come from a variety of backgrounds; assessment of graduate writing indicated a need for a course that clearly and practically sets expectations. A one hour course focused on scholarly practices will address this problem and allow the opportunity for student competencies to even out across the cohort.
    2.2.  Projected enrollment in the course: 15-20
    2.3.  Relationship of the proposed course to courses now offered by the department:  This course will be taken by graduate students within the first 18 hours of coursework.  This course forms the foundation of scholarly practices throughout the program.
    2.4.  Relationship of the proposed course to courses offered in other departments: This proposed course is discipline specific, so it will not compete    with other graduate courses in the university. Two other departments offer one  hour practicum courses that serve discipline specific needs: EDU 510: Seminar:  Designing Professional Development Plan and SOCL 501: Practicum in the  Teaching of Sociology.
    2.5.  Relationship of the proposed course to courses offered in other institutions: An introduction to graduate studies is offered in many stand-alone M.A. in  Communication programs, including the University of Colorado-Colorado Springs, Indiana University-Purdue   University of Indianapolis, University of Northern Iowa, Kansas State, Missouri  State, and closer to home, University of Louisville and Northern Kentucky  University.  The course credits range from 1-3, with one being the norm if the  course is intended to be an overview of the discipline and its practices (such as at  the University of Louisville and Missouri State) or three if the course includes  more detailed introduction to theory and methods (such as at University of  Colorado-Colorado Springs, Indiana University-Purdue University of  Indianapolis, University of Northern Iowa, Kansas State, and Northern Kentucky  University).

3.  **Description of the proposed course:**
    3.1.  Course objectives:
        - Learn the differences between undergraduate and graduate studies

- Explore the foundations and history of the communication discipline
- Understand the major areas of research in the field of communication
- Understand and articulate graduate level research and writing strategies
- Develop a clear understanding of the ethical use of sources
- Become familiar with appropriate citation styles, most prominently APA
- Consider public presentation and publication options & strategies
- Explore professional areas of study within the Communication discipline
- Facilitate mentor relationships with faculty members

3.2 .    Content outline:
    I.     How to think more like a scholar than a student
    II.    Review of the History of the Communication Discipline
    III.   Overview of the Research Paradigms in Communication
    IV.    Research areas within the profession
    V.     Research strategies
        a) Databases
        b) Library resources
        c) Citation formats
    VI.    Writing strategies
        a) Writing a Literature Review
        b) Structure
        c) Argument
    VII.   Presentation strategies
    VIII.  Publication strategies
    IX.    Mentor relationships

3.3.    Student expectations and requirements:
- Class discussion and analysis of readings
- Worksheets on databases, library resources, citation formats, and paraphrasing
- Short form writing: thesis statements, abstracts, and outlines

3.4.    Tentative texts and course materials:

Textbook:

Rubin, Rebecca B., Alan M. Rubin, Paul M. Haridakis,
    and Linda J. Piele. *Communication Research: Strategies and Sources. 7ᵗʰ ed.* Boston, MA: Wadsworth, 2009.

Supplementary articles:

Blair, Carole, Julie R. Brown, and Leslie A. Baxter. "Disciplining
    the Feminine." *Quarterly Journal of Speech. 80* (1994): 383-409.
Garmon, Cecile. "Organizational Discourse: Culture's Effects on
    Pretexts, Subtexts, and Contexts," (2001) Comunicacion *y Sociedad, 36.* (2001).
Jerome, Angela M. "Toward Prescription: Testing the Rhetoric of
    Atonement's Usefulness and Applicability in the Athletic Arena*. Public Relations Review, 34,*(2008): 124-134**.**
Ishii, Kumi. "The Human Side of the Digital Divide: Media
    Experience as theBborder of Communication Satisfaction With Email*. Journal of Technical Writing & Communication, 35,* (2005): 385-402.
Liu, M. and Sabine Chai. "Planning and Preparing for Effective
    Negotiation." In M. Benoliel (Ed.), *Negotiation Excellence: Successful Deal Making.* Hackensack, NJ: World Scientific, 2011: 14-37.
Mize Smith, Jennifer. "Philanthropic Identity at Work: Employer

Influences on the Charitable Giving Attitudes and Behaviors of Employees." *Journal of Business Communication,* forthcoming.

Motley, Michael. "On Whether One Can(not) not Communicate..." *Western Journal of Speech Communication, 54* (1990): 1-20.

Payne, Holly. "The Role of Organization-based Self-esteem in Employee Dissent Expression. C*ommunication Research Reports*, *24,* 3 (2007): 235-240.

Sterk, Helen. "Bodies in Touch: Gendered Taboos." In *Gender, Culture and Physicality.* Lanham, MD: Lexington Books, 2009: 31-50.

Thompson, Blair. "Characteristics of Parent-Teacher E-mail Communication. *Communication Education*, *57* (2008): 201-223.

4. **Resources:**
   4.1. Library resources: sufficient
   4.2. Computer resources: sufficient

5. **Budget implications**
   5.1. Proposed method of staffing: Current staffing is sufficient.  However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
   5.2. Special equipment needed: none
   5.3. Expendable materials needed: none
   5.4. Laboratory materials needed: none

6. **Proposed term for implementation: Fall 2012**

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

   | | |
   |---|---|
   | Department of Communication: | October 12, 2011 |
   | PCAL Curriculum Committee | November 3, 2011 |
   | Graduate Council | __12/8/2011_____ |
   | University Senate | _____ |

**Attachment:  Course Inventory Form**

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

Contact Person:  Dr. Ellen W. Bonaguro, Ellen.bonaguro@wku.edu, 745-6206

**1.**     **Identification of proposed course:**
1.1     Course prefix (subject area) and number:  COMM 523
1.2     Course title: Health Communication
1.3     Abbreviated course title: HEALTH COMMUNICATION
1.4     Credit hours and contact hours: 3
1.5     Type of course: S
1.6     Prerequisites/corequisites:
1.7     Course catalog listing: An examination of the role communication plays in the delivery of health care. Focus is on provider-patient relationships, other providers of care, health communication campaigns, health behavior change, and within health care contexts.

**2.**     **Rationale:**

2.1     Reason for developing the proposed course:
Understanding the delivery of health care has become increasingly complex. In the early seventies, communication scholars recognized the need to teach students about the important role that communication plays in accessing and delivering health care. The International Communication Association created a Health Communication Division in 1975 and that is when more researchers began to reflect on the importance of communication to the area of health behaviors and health care delivery. All of our national organizations today recognize Health Communication as an applied communication discipline. Health communication occurs in a variety of contexts (for example, school, home, and work); through a variety of channels (for example, interpersonal, small group, organizational, community, and mass media) with a variety of messages; and for a variety of reasons. We need to provide education for our graduate students in this area so that they have the opportunity to research and examine the need for more effective communication in the delivery of health care. Research has shown that communication influences patient satisfaction and medical adherence (Thompson, Parrott, and Nussbaum, 2011). Courses in Health Communication are offered at the graduate level at many of our benchmark institutions. It has become a viable area of study and research for communication and public health scholars.

2.2     Projected enrollment in the proposed course: 15-20 students per year based on program enrollment

2.3     Relationship of the proposed course to courses now offered by the department:
This course prepares students to study the critical role that communication plays in shaping the delivery of health care. Knowledge gained from other graduate courses in the department would be helpful such as interpersonal communication, organizational communication, communication theory, and communication in non-profit organizations.

2.4     Relationship of the proposed course to courses offered in other departments: We do not currently have a course that addresses the content that will be covered in this course. Several majors in other departments and in other colleges are planning to include this course in their curriculum.  For example, graduate students in public health would be interested in learning about the role communication plays in health behavior change. Graduate students studying areas related to patient care would also benefit from this

course (Public Health, Health Care Administration, Communication Disorders, Social Work, and Nursing).

2.5 Relationship of the proposed course to courses offered in other institutions: Since the 1970s, graduate courses in Health Communication course offerings have been on the rise. Similar courses are offered at Ohio University, Eastern Illinois University, University of Kentucky, Northern Illinois University, George Mason University, University of Georgia and Emerson College

**3. Discussion of proposed course:**

3.1 Course Objectives

Upon completion of this course students will be able to:
- Explain the history and origins of health communication.
- Reflect on personal beliefs about the role communication plays in areas related to health behavior and health care delivery.
- Apply communication and health theories to help explain factors that affect the delivery of health care.
- Evaluate communication behaviors in health care relationships, health care teams (multidisciplinary, interdisciplinary, and transdisciplinary), and health care organizations.
- Explain the effect of new technologies on health communication.
- Examine how culture affects communication in the delivery of health care.
- Demonstrate competency in analyzing and interpreting health communication research.
- Research, analyze, and write about a specific area of health communication.
- Critique the effectiveness of health communication campaigns.
- Demonstrate competent oral, written, and analytical communication skills necessary for effective performance in this course.

3.2 Course Outline
- Establishing a Context for Health Communication
- Provider and Patient Communication
- Caregivers and Issues They Face
- Factors Affecting the Delivery of Health Care
- The Importance of Culture and Social Support in Providing Health Care
- Communication in Health Organizations
- Accessing Health Information
- Creating and Disseminating Health Messages
- Ethics in Health Communication for Health Promotion

3.3 Student expectations and requirements:

- Students are expected to keep up with all the course readings and participate in all class sessions. In addition, students will serve as discussion leaders, complete health communication reflections, an annotated bibliography, literature review, oral research presentation, examinations, and a discussion board.

3.4 Tentative texts and course materials: (Readings listed by subject area below)

Thompson, Teresa, L., Parrot, Roxanne, & Nussbaum, Jon, F. (Eds.). (2011). *The Routledge handbook of health communication (2$^{nd}$ ed.).* New York: Routledge. (668 pgs)

***Additional Readings:***

Step, Mary M., & Ray, Eileen Berlin (2011).  Patient perceptions of oncologist-patient communication about prognosis: Changes from initial diagnosis to cancer recurrence. *Health Communication, 26*(1), 48-58.

Shim, Minsun, Capella, Joseph N., & Han, Jeong Yeob  (2011).  How does insightful and emotional disclosure bring potential health benefits? Study based on online support groups for women with breast cancer.  *Journal of Communication,  61* (3), 432-454.

Tsai, Tzu-I, Lee, Shoou-Yih D., Tsai, Yi-Wen, &  Kuo, Ken N.  (2011).  Methodology and validation of health literacy scale development in Taiwan.  *Health Communication, 16* (1), 50-61.

Krieger, Janice L., Parrott, Roxanne L., & Nussbaum, Jon F.  (2011).  Metaphor use and health literacy:  A pilot study of strategies to explain randomization in cancer clinical trials. *Health Communication, 16* (1), 3-16.

Shugart, Helene A.  (2011). Shifting the balance: The contemporary narrative of obesity. *Health Communication, 26* (1), 37-47.

Souza, Rebecca de ( 2011).  Local perspectives on empowerment and responsibility in the new public health.  *Health Communication, 26* (1,), 25-36.

4. **Resources:**
   4.5     Library resources: Existing resources
   4.6     Computer resources: Existing resources

5. **Budget implications:**
   5.9     Proposed method of staffing:  Current staffing is sufficient.  However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.

6. **Proposed term for implementation:** Fall 2012

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

   Communication Department:                            October 12, 2011

   Potter College Curriculum Committee                  November 3, 2011

   University Curriculum Committee                       __12/8/2011_____

   University Senate                                    _____

**Attachment:  Course Inventory Form**

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

Contact Person:  Holly Payne, holly.payne@wku.edu, 745-5876

**1.        Identification of proposed course:**
      1.1        Course prefix (subject area) and number:  COMM 547
      1.2        Course title: Organizational Communication Theory
      1.3        Abbreviated course title: ORG COMM THEORY
      1.4        Credit hours and contact hours: 3
      1.5        Type of course: S
      1.6        Prerequisites/corequisites: None
      1.7        Course catalog listing: A survey of organizational communication theories, perspectives, methods, and current issues.

**2.        Rationale:**
      2.1        Reason for developing the proposed course: This new course will serve as a foundational, required course for all students entering the M.A. program in Communication.    The focus of the program is applied organizational communication; however, students are currently not provided a survey course in organizational communication theory.  This course will promote student success in the program as they enroll in specialized applied courses in organizational communication.
      2.2        Projected enrollment in the proposed course: 15-20 students per year based on program enrollment
      2.3        Relationship of the proposed course to courses now offered by the department: This course will provide a theoretical foundation on which other courses in the program build. The department currently offers COMM 581: Applied Organizational Communication which provides some theory and application; however professors in this course must spend a large proportion of the course teaching theory with little time to apply theory to organizational issues.  This new course will allow professors to teach COMM 581 as designed.
      2.4        Relationship of the proposed course to courses offered in other departments: Organizational Communication theory is informed by management and organizational theory, therefore the beginning of the course may duplicate material covered in courses such as BA 510: Advanced Organizational Behavior and PSY 572: Organizational Psychology in terms of looking at the historical development of organizational and management theories; however, this course focuses on theories specific to the communication discipline.
      2.5        Relationship of the proposed course to courses offered in other institutions: Organizational Communication theories are prevalent within the discipline and are offered at institutions such as: Texas A & M, Kean University, University of Dayton, SUNY-Brockport, Pepperdine University, University of New Mexico, and the University of Hawaii at Manoa, University of Kentucky

**3.        Discussion of proposed course:**
      3.1        Course objectives:
          ▪ To provide in-depth exposure to organizational communication theory and research.
          ▪ To understand the application and implications of theory to organizations and employees.
          ▪ To apply communication concepts, models, and theories using multiple perspectives.
          ▪ To learn how to analyze research for its strengths and weaknesses.
          ▪ To recognize and explore the ethical issues of organizational communication.

3.2 Content outline:
- Paradigmatic Approaches to Communication
- Importance of Theory in Organizational Communication
- The History of Organizational Communication
- Foundational Managerial Theories of Organizational Communication
- Organizations as Cultures
- Organizational Rhetoric
- Critical Theory of Organizations
- Feminist Approaches to Organizational Communication
- Structuration and Identification
- Organizational Communication Research Methods
- Anticipatory Socialization, Assimilation, and Organizational Exit
- Power, Democracy, Control, and Resistance
- Harassment and Dissent
- Leadership
- Technology, Global Teams, and Surveillance
- Ethics in Organizational Communication

3.3 Student expectations and requirements: Students are expected to keep up with all the course readings and participate in all class sessions. Students may also be responsible for analyzing outside articles, leading discussion, writing weekly analysis papers of the readings, write a literature review, and complete comprehensive final exam.

3.4 Tentative texts and course materials:

Jablin, F.M. & Putnam, L.L., Eds. (2001). *The new handbook of organizational communication.* Thousand Oaks, CA: Sage.

Conrad, C. & Poole, M.S. (2004). *Strategic organizational communication*. Wadsworth.

May, S. & Mumby, D.K. (2005). *Engaging organizational communication theory and research.* Thousand Oaks, CA: Sage.

Cheney, G., Christensen, L.T., Zorn, T.E., Ganesh, S. (2011*). Organizational communication in an age of globalization: Issues, reflections, practices*. Waveland Press.

Potential Course Pack of Readings:

Ashcraft, K.L. (2005). Feminist organizational communication studies. In S. May & D. K. Mumby (Eds.), *Engaging organizational communication theory and research.* Thousand Oaks, CA: Sage.

Cannaughton, S.L. & Daly, J.A. (2005). Leadership in the new millennium: Communicating beyond temporal, spatial, and geographical boundaries. In P.J. Kalbfleisch (Ed.), *Communication Yearbook, 29,* 187-213.

Clampitt, P.G. (2005). *Communicating for managerial effectiveness (3rd ed.).* Thousand Oaks, CA:Sage.

Conrad, C. & Poole, M.S. (2002). *Strategic organizational communication*. Fort Worth, TX: Harcourt.

Corman, S. R. (1995). That works fine in theory, but…. In S.R. Corman, S.P. Banks, C.R. Bantz, & M.E. Mayer (Eds.), *Foundations of organizational communication: A reader*. White Plains, NY: Longman Publishers.

D'Urso, S.C. (2006). Who's watching us at work? Toward a structural-perceptual model of electronic monitoring and surveillance in organizations. *Communication Theory, 16*, 281-303.

Deetz, S. (2005). Critical theory. In S. May & D. K. Mumby (Eds.), *Engaging organizational communication theory and research*. Thousand Oaks, CA: Sage.

Frye, J., Kisselburgh, L.G., & Butts, D. (2007). Embracing spiritual followership. *Communication Studies, 58,* 243-260.

Harris, T.E. & Nelson, M.D. (2008). *Applied organizational communication:Theory and practice in a global environment.* Lawrence Erlbaum Associates: New York.

Jablin, F. M. (2001). Organizational entry, assimilation, and disengagement/exit. In F.M. Jablin & L.L. Putnam (Eds.), *The new handbook of organizational communication: Advances in theory, research, and methods* (pp. 732-818). Thousand Oaks, CA: Sage.

Keyton, J. (2005). *Communication and organizational culture: A key to understanding work experiences.* Thousand Oaks, CA: Sage.

Kassing, J.W. (1997). Articulating, antagonizing, and displacing: A model of employee dissent. *Communication Studies, 48*, 311-332.

Keyton, J. & Rhodes, S.C. (1999). Organizational sexual harassment: Translating research intoapplication. *Journal of Applied Communication Research, 27*, 158-173.

Larson, G.S. & Tompkins, P.K. (2005). Ambivalence and resistance: A study of management in a concertive control system. *Communication Monographs, 72*, 1-21.

Meisenback, R.J. & McMillan, J.J. (2006). Blurring the boundaries: Historical developments and future directions in organizational rhetoric. In C.S. Beck (Ed.), *Communication Yearbook, 30*, 99-141.

Mumby, D.K. & Stohl, C. (1996). Disciplining organizational communication studies. *Management Communication Quarterly, 10*, 50-72.

Putnam, L.L. & Cheney, G. (1995). Organizational communication: Historical development and future directions. In S.R. Corman, S.P. Banks, C.R. Bantz, & M.E. Mayer (Eds.), *Foundations of organizational communication: A reader*. White Plains, NY: Longman Publishers.

Scott, C.R. (2007). Communication and social identity theory: Existing and potential connections in organizational identification research. *Communication Studies, 58*, 123-138.

Seeger, M.W., Sellnow, T.L., & Ulmer, R.R. (1998). Communication, organization, and crisis. In M.E. Roloff (Ed.), *Communication Yearbook, 21*, 231-275.

Sluss, D.M. & Ashforth, B.E. (2007). Relational identity and identification: Defining ourselves through work relationships. *Academy of Management Review, 32*, 9-32.

Stohl, C. & Cheney, G. (2001). Participatory processes/paradoxical practices. *Management Communication Quarterly, 14,* 349-407.

Teboul, JC. B. & Cole, T. (2005). Relationship development and workplace integration: An evolutionary perspective. *Communication Theory, 15*, 349-413.

Timmermann, C.E., Scott, C.R. (2006). Virtually working: Communicative and structural predictors of media use and key outcomes in virtual work teams. *Communication Monographs, 73*, 108-136.

Waldeck, J.H. & Myers, K.K. (2007). Organizational assimilation theory, research, and Implications for multiple areas of the discipline: A state of the art review. In C.S. Beck (Ed.), *Communication Yearbook, 31*, 322-367.

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. The majority of our graduate faculty specializes in organizational communication and is qualified to 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 2012**

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

    Department of Communication:         October 12, 2011

    PCAL Curriculum Committee           November 3, 2011

    Graduate Council:                    12/8/2011

    University Senate                 _____

**Attachment: Bibliography, Library Resources Form**, **Course Inventory Form**

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

Contact Person:  Holly Payne, holly.payne@wku.edu, 745-5876

1. **Identification of proposed course:**
   1.1    Course prefix (subject area) and number:  COMM 552
   1.2    Course title: Democracy, Power, Voice in Organizations
   1.3    Abbreviated course title: DEM, POWER & VOICE IN ORGS
   1.4    Credit hours and contact hours: 3
   1.5    Type of course: S
   1.6    Prerequisites/corequisites: None
   1.7    Course catalog listing: An in-depth look at the theoretical underpinnings and
          communication research related to participation, democracy, voice, and power in for-
          profit, non-profit, volunteer, and community organizations.

2. **Rationale:**
   2.1    Reason for developing the proposed course: This new course will serve as an
          organizational communication elective for all graduate students in the M.A. program in
          Communication.   This course represents a foundational area of organizational
          communication as it focuses on power and participation.  The addition of this course will
          strengthen the M.A. program by adding a course focusing on internal communication
          which complements current offerings focusing on external organizational communication
          such as Issues Management, Crisis Communication, and Image Repair.
   2.2    Projected enrollment in the proposed course: 15-20 students per year based on program
          enrollment
   2.3    Relationship of the proposed course to courses now offered by the department: Students
          will spend one week studying issues of power and voice in the required organizational
          communication theory course, but this course will expand the focus with in-depth reading
          and emphasis on building participation in organizations.  This course will complement
          our other organizational communication electives including COMM 551: Employee
          Communication which centers on internal organizational communication processes.
   2.4    Relationship of the proposed course to courses offered in other departments: Students
          with a background in organizational theory, behavior, psychology, and management
          could be successful and prepared for taking this course.
          There would be minimal overlap on topics related to power with BA 510: Advanced
          Organizational Behavior, PSY 572: Organizational Psychology and EDAD 696:
          Advanced Organizational Theory; however, this course will cover a broader range of
          topics related to the processes of communication in the workplace.
   **2.5**    Relationship of the proposed course to courses offered in other institutions:  This course
          and variations related to participation, voice, democracy, and power are prevalent within
          the discipline and are offered at institutions such as: Arizona State University, University
          of Kentucky, University of Southern California, University of Colorado, and University
          of Nebraska.

3. **Discussion of proposed course:**
   3.1    Course objectives:
          ▪ To familiarize students with the major constructs, ideas, and issues related to
            democracy, power, and voice in organizations
          ▪ To recognize how democracy, power, and voice are constructed, negotiated,
            contested and maintained communicatively within contemporary organizations

- ▪ To assist students in recognizing and assessing the forms and functions of democracy, power, and voice in modern organizations.

3.2 Content outline:
    Employee Participation
    Overview of Democracy at Work
    Focus on Concerns and Challenges of Workplace Democracy
    Overview of Power in Organizations
    Enactment and Experience of Power
    Power and Discourse
    Unobtrusive Control and Identification
    Employee Resistance
    Employee Dissent
    Employee Voice

3.3 Student expectations and requirements: Theoretical and empirical perspectives will be reviewed in selected readings, whereas practical application will be emphasized through case study analysis and discussion. Students are encouraged to think critically and creatively about the role and purpose of democracy and power in contemporary organizations and in their own organizational lives. Toward that end students will write weekly reaction papers to the readings, facilitate discussions, complete case studies, and conduct an organizational assessment of democracy and voice in a real organization offering proposals for developing structures to enhance workplace participation.

3.4 Tentative texts and course materials:

**Potential Book:**

Kassing, J.W. (2011). *Dissent in Organizations.* Cambridge, UK: Polity Press.

**Potential Course Pack of Journal Articles:**

Ashforth, B. E., & Mael, F. A. (1998). The power of resistance: Sustaining valued identities. In R. M. Kramer & M. A. Neale (Eds.) *Power and influence in organizations* (89-119). Thousand Oaks, CA, Sage.

Barker, J. R. (1993). Tightening the iron cage: Concertive control in self-managing teams. *Administrative Science Quarterly, 38,* 408-437.

Bies, R. J., & Tripp, T. M. (1998). Two faces of the powerless: Coping with tyranny in organizations. In R. M. Kramer & M. A. Neale (Eds.), *Power and influence in organizations* (203-219). Thousand Oaks, CA, Sage.

Bisel, R. S., Ford, D. J., & Keyton, J. (2007). Unobtrusive control in a leadership organization: Integrating control and resistance. *Western Journal of Communication*, 71(2), 136-158. doi:10.1080/10570310701368039

Bishop, L., & Levine, D. I. (1999). Computer-mediated communication as employee voice: A case study. *Industrial & Labor Relations Review, 52,* 213-234.

Carroll, L. A., & Arneson, P. (2003). Communication in a shared governance hospital: Managing emergent paradoxes. *Communication Studies, 54,* 35-55.

Cheney, G. (1995). Democracy in the workplace: Theory and practice from the perspective of communication. *Journal of Applied Communication Research, 23,* 167-200.

Cheney, G., Strabu, J., Speirs-Glebe, L., Stohl, C., DeGooyer Jr., D., Whalen, S., Garvin-Doxin, K., Carlone, D. (1998). Democracy, participation, and communication at work: A multidisciplinary review. *Communication Yearbook, 21,* 35-91.

Collinson, D. (1994). Strategies of resistance: Power, knowledge and subjectivity in the workplace. In J. M. Jermier, D. Knights, & W. R. Nord (Eds.), *Resistance and power in organizations* (pp. 25-68). London: Routledge.

Dachler, H. P., & Wilpert, B. (1978). Conceptual dimensions and boundaries of participation in organizations: A critical evaluation. *Administrative Science Quarterly, 23,* 1-39.

Deetz, S., & Mumby, D. K. (1990). Power, discourse, and the workplace: Reclaiming the critical tradition. *Communication Yearbook, 13,* 18-47.

Derber, C., & Schwartz, W. (1983). Toward a theory of worker participation. *Sociological Inquiry, 53,* 61-78.

Eisenberg, E. M. (1984). Ambiguity as strategy in organizational communication. *Communication Monographs, 51,* 227-242.

Gabriel, Y. (1999). Beyond happy families: A critical reevaluation of the control-resistance-identity triangle. *Human Relations, 52,* 179-204.

Gorden, W. I. (1988). Range of employee voice. *Employee Responsibilities and Rights Journal, 4,* 283-299.

Graham, J. W. (1986). Principled organizational dissent: A theoretical essay. In B.M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior* (Vol 8, pp. 1-52). Greenwich, CT: JAI Press.

Hardy, C., & Clegg, S. R. (1999). Some dare call it power. In S. R. Clegg & C. Hardy (Eds.), *Studying organization: Theory and method* (pp. 368-387). Thousand Oaks, CA, Sage.

Harter, L. M., & Krone, K. J. (2001). The boundary-spanning role of a cooperative support organization: Managing the paradox of stability and change in nontraditional organizations. *Journal of Applied Communication Research, 29,* 248-277.

Kassing, J. W. (1997). Articulating, antagonizing, and displacing: A model of employee dissent. *Communication Studies, 48,* 311-332.

Kassing, J. W. (2002). Speaking up: Identifying employees' upward dissent strategies. *Management Communication Quarterly, 16,* 187-209.

Kassing, J. W. (2006). Employees' expressions of upward dissent as a function of current and past work experiences. *Communication Reports*, 19(2), 79-88. doi:10.1080/08934210600917115

Kassing, J. W. (2008). Consider this: A comparison of factors contributing to employees' expressions of dissent. *Communication Quarterly*, 56(3), 342-355. doi:10.1080/01463370802240825

Kramer, R. M., & Hanna, B. A. (1998). Under the influence? Organizational paranoia and the misperception of others' influence behavior. In R. M. Kramer & M. A. Neale (Eds.), *Power and influence in organizations* (145-179). Thousand Oaks, CA, Sage.

Kinsella, W. J. (1999). Discourse, power, and knowledge in the management of "Big Science". *Management Communication Quarterly, 13,* 171-209.

Larson, G. S., & Tompkins, P. K. (2005). Ambivalence and resistance: A study of management in concertive control system. *Communication Monographs, 72,*1-21.

Markham, A. (1996). Designing discourse: A critical analysis of strategic ambiguity and workplace control. *Management Communication Quarterly, 9,* 389-421.

Milliken, F. J., Morrison, E. W., & Hewlin, P. F. (2003). An exploratory study of employee silence: Issues that employees don't communicate upward and why. *Journal of Management Studies, 40,* 1453-1476.

Mumby, D. K. (1988). *Communication and power in organizations: Discourse, ideology and domination.* Norwood, NJ: Ablex. (Chapter 5—Ideology and Organizational Symbolism).

Mumby, D. K. (1997). The problem of hegemony: Rereading Gramsci for organizational communication studies. *Western Journal of Communication, 61,* 343-376.

Mumby, D. K., & Stohl, C. (1991). Power and discourse in organization studies: Absence and the dialectic of control. *Discourse & Society, 2,* 313-332.

Murphy, A. G. (1998). Hidden transcripts of flight attendant resistance. *Management Communication Quarterly, 11,* 499-535.

Pacanoswky, M. E. (1988). Communication in the empowering organization. *Communication Yearbook, 11,* 356-379.

Payne, H. J. (2007). The role of organization-based self-esteem in employee dissent expression. *Communication Research Reports*, 24(3), 235-240. doi:10.1080/08824090701446609

Rothschild, J. (2000). Creating a just and democratic workplace: More engagement, less hierarchy. *Contemporary Sociology, 29,* 195-210.

Stohl, C., & Cheney, G. (2001). Participatory processes/paradoxical practices: Communication and the dilemmas of organizational democracy. *Management Communication Quarterly, 14,* 349-407.

Tyler, T. (1998). The psychology of authority relations: A relational perspective on influence and power in groups. In R. M. Kramer & M. A. Neale (Eds.), *Power and influence in organizations* (251-259). Thousand Oaks, CA, Sage.

Tompkins, P. K., & Cheney, G. (1985). Communication and unobtrusive control in contemporary organizations. In R. D. McPhee & P. K. Tompkins (Eds.), *Organizational communication: Traditional themes and new directions* (pp. 179-210). Beverly Hills: Sage.

Van Dyne, L. V., Soon, A., & Botero, I. C. (2003). Conceptualizing employee silence and employee voice as multidimensional constructs. *Journal of Management Studies,* 40, 1359-1392.

**4.      Resources:**
    4.1     Library resources: Adequate
    4.2     Computer resources: Adequate

**5.      Budget implications:**
    5.1     Proposed method of staffing:  Current staffing is sufficient.  However, if this course and program grow as we hope, the department might need to request a faculty line in the future to help support the growth.
    5.2     Special equipment needed: None.
    5.3     Expendable materials needed: None.
    5.4     Laboratory materials needed: None.

**6.      Proposed term for implementation:**  Fall 2012

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

    Department of Communication          October 12, 2011

    PCAL Curriculum Committee          November 3, 2011

    Graduate Council Committee          ___12/8/2011_____

    University Senate                 _____
**Attachment:  Course Inventory Form**

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

Contact Person:  Cliff Shaluta, cliff.shaluta@wku.edu, c: 270-991-6966

1.      **Identification of proposed course:**
    **1.1**     Course prefix (subject area) and number:  JOUR 536
    1.2     Course title: Sport Branding: *A New Game*
    1.3     Abbreviated course title: Sport Branding
    1.4     Credit hours and contact hours: 3
    1.5     Type of course: L
    1.6     Prerequisite:  RSA 521 Public Relations in Recreation & Sport
    1.7     Course catalog listing:
          Focused on developing and delivering a meaningful brand message to increase sport fan loyalty and engagement. Topics include team-branding, athletes as brands, globalization, and digital technologies.

2.      **Rationale:**
    2.1     Reason for developing the proposed course:
          The field of branding is quickly evolving as consumers transition to digital technologies. Sport fans are now connecting with teams beyond actual game attendance. Developing and maintaining a consistent brand image through various contact points enhances fan engagement and increases profits for sport organizations. The U.S. Bureau of Labor Statistics estimates that positions in Sport Public Relations will grow 24% by 2018. The Kentucky Department of Workforce Investment projects a 22% growth in these positions in Kentucky by 2018. The course is being developed in partnership with the WKU Department of Kinesiology, Recreation and Sport. If approved, the course will be part of a new, 12-hour concentration in Media and Sport Branding offered as an option for majors pursuing the MS in Athletic Administration.
    2.2     Projected enrollment in the proposed course:
          The WKU Department of Kinesiology, Recreation and Sport estimates 10-15 students per section based on enrollment demands in the MS program.
    2.3     Relationship of the proposed course to courses now offered by the department:
          The School of Journalism & Broadcasting does not presently offer graduate courses. The undergraduate advertising program in the school offers a concentration in branding. The branding concentration and the three required advertising classes focus on consumer insight, media placement, and campaign strategy. The proposed graduate course is a natural extension of the undergraduate concentration by applying branding theory and practice to sports.
    2.4     Relationship of the proposed course to courses offered in other departments.
          No other academic units offer graduate courses with a similar focus. The WKU Marketing Department offers one undergraduate course in Sports Marketing.
    2.5     Relationship of the proposed course to courses offered in other institutions:
          A number of schools have recognized industry demand and are offering courses in sport branding. Northwestern University offers a graduate class in *Sports Brand Management* (MSA 413); Indiana University offers a graduate course in *Sport Communication* (K580); Columbia University offers a seminar in *Sports Business Communications* (K4570): Seattle University offers a graduate course in *Sports Media, Social Networking, Brand Communication* (SADL-507). The proposed class will be available exclusively online as part of WKU's unique MS program. Convenient delivery and the potential to easily incorporate the near infinite resources of the web make the course unique.

**3.**    **Discussion of proposed course:**

3.1      Course objectives:

Designed to provide a foundation for the study of sport differentiation through branding. Specific objectives include: to understand the history and dynamics of branding; to appreciate the relationship of branding and sport; to understand and apply the 5 steps in developing a successful sport brand; to utilize new digital tools to deliver brand messages and; to discuss the future of sport branding.

3.2      Content outline:

• Introduction to branding

• Branding and sport

• Five-step branding plan

        **- Audit:**         Assessing the need for brand differentiation

        **- Inventory**:      Evaluation of brand assets (internal/external)

        **- Target:**        Identifying appropriate consumer segments

        **- Plan:**  Determining the scale of the branding plan

        **- Building:**      Implementing a branding strategy

•Impact of new digital technologies on branding communications

•Future of sport branding

3.3      Student expectations and requirements:

Students will be evaluated on their knowledge of the course material and lectures/discussions through quizzes, exams, written assignments, and a final project. Students will apply course concepts to their own final project, in which they develop a brand transformation plan for an existing sport property.

3.4      Tentative texts and course materials:

Clark, K. (2004). *Brandscendence: Three essential elements of enduring brands.* Chicago, IL: Dearborn.

Cocoran, I. (2007). *The Art of Digital Branding*. New York, NY: Allworth Press.

Davis, M. (2005). *More than a name: An introduction to branding.* London, UK: AVA Publishing.

Hatch, M., & Schultz, M. (2008). *Taking brand initiative: How companies can align strategy, culture, and identity through corporate branding.* San Francisco, CA: Jossey-Bass.

Healey, M. (2008). *What is branding?* London, UK: RotoVision.

Hill, D. (2008). *Emotionomics: Leveraging emotions for business success.* London, UK: Kogan Page.

Kelly, F., & Silverstein, B. (2005). *The breakaway brand: How great brands stand out.* New York, NY: McGraw-Hill.

Klaus, F., Budtz, C., & Yakaboylu, B. (2005). *Storytelling: Branding in practice. Copenhagen, DK: Springer.*

Newlan, K. (2009). *Passion brands.* New York: Prometheus Books.

Rein, I., Kotler, P., & Ben, S. (2006). *The elusive fan: Reinventing sports in a crowded marketplace.* New York, NY: McGraw-Hill.

Wheeler, D. (1999). *Designing brand identity: An essential guide for the whole branding team.* Hoboken, NJ: John Wiley & Sons.

**4.     Resources:**
    4.1    Library resources: Adequate
    4.2    Computer resources: The course is delivered completely on Blackboard. No additional IT resources are anticipated.

**5.     Budget implications:**
    5.1    Proposed method of staffing:
        Existing SJ&B faculty will staff the course. No staff additions are anticipated as the Department of Kinesiology, Recreation and Sport will manage the actual graduate program and DELO will help promote the program.
    5.2    Special equipment needed: None
    5.3    Expendable materials needed: None
    5.4    Laboratory materials needed: None

**6.     Proposed term for implementation:** fall semester 2012

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

SJ&B Curriculum Committee    :    April 25, 2011

School of Journalism & Broadcasting:    April 29, 2011

Potter College Curriculum Committee:    September 1, 2011

Graduate Council:    __12/8/2011_____

University Senate:    _____

**Attachment:  Bibliography, Library Resources Form**, **and Course Inventory Form**

**JOUR 536 Sport Branding:** *A New Game*
**Bibliography**

**Reference Books:**
Adamson, Allen P. (2008). *Brand Digital.* New York, NY: Palgrave Macmillian.

Ahonen, Tomi T. & Moore, Alan (2005). *Communities Dominate Brands.* London, UK: Futuretext.

Kelly, F., & Silverstein, B. (2005). *The breakaway brand: How great brands stand out.* New York, NY: McGraw-Hill.

Kotler, Philip, Shields, Ben & Rein, Irving (2006). *The Elusive Fan.* New York, NY: McGraw-Hill.

Kozinets, Robert V. (2010). *Netography: Doing Ethnographic Research Online.* Thousand Oaks, CA: Sage.

Lee, Jason W. (2010). *Branded: Branding in the Sport Business.* Durhan, NC: Carolina Academic Press.

Plessis, Erik Du (2011). *The Branded Mind.* Philadelphia, PA: Kogan.

Poynter, Ray (2010). *The Handbook of Online & Social Media Research.* West Sussex, UK: Wiley.

Scott, David Meerman (2011). *Real-Time Marketing & PR.* Hoboken, NJ: Wiley.

Solis, B. (2011). *Engage.* Hoboken, NJ: John Wiley & Sons.

Young, Antony (2010). *Brand Media Strategy.* New York, NY: Palgrave Macmillian.

**Reference Articles:**
Andrews, David L. Jackson, Steven J. (2005). *Sports, culture and advertising.* April 10th, 2011, from http://books.google.com/books?hl=en&lr=&id=cqaIB999cUIC&oi=fnd&pg=PP1&ots=c_GO1I2Kw1&sig=CkB8_6iJwJo74Ol8PegnkFzks9c#v=onepage&q&f=false.
Aris, S. (1990). Sportsbiz: Inside the sports business. London: Hutchinson.

Bush, Alan J. Martin, Craig A. Bush, Victoria D. *Sports celebrity influence on the behavioral Intentions of Generation Y.* April 12th, 2011, from http://journals.cambridge.org/action/displayFulltext?type=1&fid=216393&jid=JAR&volumeId=44&issueId=01&aid=216391&bodyId=&membershipNumber=&societyETOCSession=

Kidd, B. (1988a). *The elite athlete.* In J. Harvey & H. Cantelon (Eds.), *Not just a game* (287-308). Ottawa: University of Ottawa Press.

**JOUR 536 Sport Branding:** *A New Game*
**Bibliography – page 2**

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Stilson, Janet. (2007). *Wide-ranging deals help ESPN score with marketers.* April 7th, 2011, from http://web.ebscohost.com/ehost/detail?vid=2&hid=106&sid=1f9bd5e7-084e-4369-ac28-4c2160a6e557%40sessionmgr115&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=ufh&AN=24321538.

**Sport Journals Online:**

*Journal of Sport History* (1974 - 2002) [http://www.la84foundation.org/5va/history_frmst.htm]
*Journal of Olympic History* (1992 - 2003) [http://www.la84foundation.org/5va/joh_frmst.htm]
*The Sport Journal* (1998 -)[http://www.thesportjournal.org/]

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

Contact Person: Cliff Shaluta, cliff.shaluta@wku.edu, c: 270-991-6966

1. **Identification of proposed course:**
   1.1     Course prefix: JOUR 537
   1.2     Course title: Sport Sponsorships: *New Revenue Strategies*
   1.3     Abbreviated course title: Sport Sponsorships
   1.4     Credit hours and contact hours: 3
   1.5     Type of course: L
   *1.6*     Prerequisite: JOUR 536 Sport Branding: *A New Game*
   1.7     Course catalog listing:
           Focused on developing and selling sport sponsorships. Topics include brand alignment,
           identifying potential sponsors, sales planning, adding value, digital technologies, and
           tracking results.

2. **Rationale:**
   2.1     Reason for developing the proposed course:
           *The Wall Street Journal* reports that global sport revenues are projected to rise from $116
           billion in 2010 to $120.7 billion in 2011 ("Global sports revenue," 2010). Sport revenues
           are generated from sponsorships, gate revenues for live sporting events, media-rights fees
           and merchandising. PricewaterhouseCoopers states that sport sponsorships will be the
           fastest growing revenue stream by 2013, with expected revenues of $35.2 billion in 2013
           compared to $29.4 billion in 2010 ("Global sports revenue," 2010). With sport
           organizations wary of increasing ticket fees in a crowded marketplace and a global
           recession, selling sponsorships is a critical component of their financial success. The U.S.
           Bureau of Labor Statistics estimates that positions in Sport Public Relations will grow
           24% by 2018. The Kentucky Department of Workforce Investment projects a 22%
           growth in these positions in Kentucky by 2018. The course is being developed in
           partnership with the WKU Department of Kinesiology, Recreation and Sport. If
           approved, the course will be part of a new, 12-hour concentration, in Media and Sport
           Branding offered as an option for majors pursuing the MS in Athletic Administration.
   2.2     Projected enrollment in the proposed course: The WKU Department of Kinesiology,
           Recreation and Sport estimates 10-15 students per section based on enrollment demands
           in the MS program.
   2.3     Relationship of the proposed course to courses now offered by the department:
           The School of Journalism & Broadcasting does not presently offer graduate courses. The
           undergraduate advertising program in the school offers a concentration in branding. The
           proposed graduate course is a natural extension of the undergraduate branding
           concentration, as a sound branding strategy is required to successfully sell sport
           sponsorships.
   2.4     Relationship of the proposed course to courses offered in other departments.
           No other academic units offer courses with a similar focus.
   2.5     Relationship of the proposed course to courses offered in other institutions:
           A number of schools have recognized the need for courses in sport sponsorships.
           Northwestern University offers a graduate course in *Sports Sponsorships: Adding Value
           to Sports, Brands, Fans and Communities* (MSA 412-0); Indiana University offers a
           graduate course in *Sport Sponsorship and Retention* (K614); Columbia University offers
           a graduate course in *Sports Marketing, Sponsorship and Sales* (K4550) and; Seattle
           University offers a graduate course in *Sports Promotions and Sponsorship* (SADL-516).
           The proposed class will be available exclusively online as part of WKU's unique MS

program. Convenient delivery and the potential to easily incorporate the near infinite resources of the web make the course unique.

**3.    Discussion of proposed course:**
    3.1     Course objectives:
           The course is designed to guide students through the process of developing and selling sport sponsorships. Specific objectives include: to provide a history of branding and the business of sport sponsorships; to view sport sponsorships from a business investment perspective; to understand and apply the 5-step sponsorship plan; to understand how digital technology impacts sport sponsorships and; to discuss the future of sport sponsorships.
    3.2     Content outline:
           • Introduction to sport sponsorships
- Perspective of businesses interested in funding sponsorships
- Perspective of sports organizations interested in selling sponsorships

           • Five-Step Sponsorship Plan
- Conduct a situation analysis (internal/external)
- Identify and research potential sponsors
- Develop a sponsorship proposal
- Track results
- Promote successes

           •Impact of new digital technologies on sponsorships
           •Future of sport sponsorships
    3.3     Student expectations and requirements:
           Students will be evaluated on their knowledge of the course material and lectures/discussions through quizzes, exams, written assignments and a final project. Students apply the course concepts to their own final project, in which they develop a plan to sell sponsorships for an existing sports property.
    3.4     Tentative texts and course materials:

Allen, S. (2010). *How to be successful at sponsorship sales.* Bloomington, IN: Trafford Publishing.

Amis, J., & Cornwell, T. (2005). *Global sport sponsorship: Sport, commerce and culture.* Oxford, UK: Berg Publishers

Aung, M., & Liao, C. (2008). *Fan identification and sponsorship: Investigating the effectiveness of fan identification in sport sponsorship.* VDM Verlag.

Carter, D. (2011). Money games: *Profiting from the convergence of sports and entertainment.* Stanford, CA: Stanford Business Books

Collett, Initials, & Fenton, W. (2011). *The sponsorship handbook: Essential tools, tips and techniques for sponsors and sponsorship seekers.* San Francisco, CA: Jossey-Bass.

Drury, J., & Elliot, C. (2000). *The athlete's guide to sponsorship: How to find an individual, team or event sponsor.* Bolder, CO: Velo Press.

Ferrand, A., Torrigiani, L., & Povill, A. (2007). *Routledge handbook of sports sponsorship: Successful strategies.* New York, NY: Routledge.

Howard, D., & Crompton, J. (2004). *Financing sport.* Danvers, MA: Fitness Information Technologies, Inc.

Martin, P. (2008). *Made possible by: Succeeding with sponsorship.* San Francisco, CA: Jossey-Bass.

Owen, R. (2006). *Sports sponsorship: Going for gold.* Peterborough, UK: Upfront Publishing.

Reid, K., & Grey, A. (2008). *Sponsorship seeker's toolkit.* Melbourne, Australia: McGraw-Hill.

Rosner, S., & Shropshire, K. (2011). *The business of sports, 2nd ed.* Sudbury, MA: Jones & Bartlett Learning.

Schaff, T., & Schaff, D. (1999). *The fundraising planner: A working model for raising the dollars you need.* San Francisco, CA: Jossey-Bass.

4.    **Resources:**
4.1    Library resources: Adequate
4.2    Computer resources: This course is delivered completely on Blackboard. No additional IT resources are anticipated.

5.    **Budget implications:**
5.1    Proposed method of staffing: Course will be staffed from existing SJ&B faculty resources. No staff additions are anticipated as the Department of Kinesiology, Recreation and Sport will manage the actual graduate program and DELO will help promote the program.
5.2    Special equipment needed: None
5.3    Expendable materials needed: None
5.4    Laboratory materials needed: None

6.    **Proposed term for implementation:** fall semester 2012

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

SJ&B Curriculum Committee:                      April 25, 2011

School of Journalism & Broadcasting:           April 29, 2011

Potter College Curriculum Committee:           September 1, 2011

Graduate Council:                              ___12/8/2011_____

University Senate:                             _____


**Attachment:  Bibliography, Library Resources Form**, **and Course Inventory Form**

**JOUR 537 Sport Sponsorships:** *New Revenue Strategies*
**Bibliography**

**Reference Books**
Carter, D. (2011). Money games: *Profiting from the convergence of sports and entertainment.* Stanford, CA: Stanford Business Books.

Collett, Initials, & Fenton, W. (2011). *The sponsorship handbook: Essential tools, tips and techniques for sponsors and sponsorship seekers.* San Francisco, CA: Jossey-Bass.

Martin, P. (2008). Made possible by: *Succeeding with sponsorship.* San Francisco, CA: Jossey-Bass.

Rosner, S., & Shropshire, K. (2011). *The business of sports,* (2nd ed.). Sudbury, MA: Jones & Bartlett Learning.

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**Reference Articles:**
Aris, S. (1990). Sportsbiz: *Inside the sports business.* London: Hutchinson.

Espinoza, J. (2010, May 26). *Global sports revenue set to rise.* The Wall Street Journal, Retrieved from
http://online.wsj.com/article/SB10001424052748704717004575268741492537062.html

McAllister, M.P. (1998). *College bowl sponsorship and the increased commercialization of amateur sports.* Critical Studies in Mass Communication, 15(4), Retrieved from:
http://web.ebscohost.com.silk.library.umass.edu:2048/ehost/detail?vid=8&hid=113&sid=005c4c0e-cbea-4cea-8a95-8d947b1fe586%40sessionmgr110&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=ufh&AN=1499710

**Sport Journals Online:**
*Journal of Sport History* (1974 - 2002) [http://www.la84foundation.org/5va/history_frmst.htm]
*Journal of Olympic History* (1992 - 2003) [http://www.la84foundation.org/5va/joh_frmst.htm]
*The Sport Journal* (1998 -)[http://www.thesportjournal.org/]

**Potter College of Arts & Letters**
**School of Journalism & Broadcasting**
**Proposal to Create a New Course**
**(Action Item)**

Contact Person:  Ken Payne, ken.payne@wku.edu,     5-3968

1.      **Identification of proposed course**:
        1.1      Course prefix (subject area) and number:  JOUR 543
        1.2      Course title: Strategic Public Relations Writing for Sport
        1.3      Abbreviated course title: PR Writing for Sport
        1.4      Credit hours and contact hour**s:** 3
        1.5      Type of course: L
        1.6      Prerequisites: RSA521 Public Relations in Recreation & Sport
        1.7      Course catalog listing: Addresses public relations writing and multimedia distribution
                 requirements for reaching a variety of sport audiences in today's digital age.

2.      **Rationale:**
        2.1      Reason for developing the proposed course: Sports in America involve more than $200
                 billion in annual spending and touch every professional aspect of media. The leading
                 sports in the U.S. are followed by 85 percent of the U.S. population, and the average
                 individual follows five different leagues. The Bureau of Labor Statistics' Office of
                 Occupational Statistics and Employment projects a 12% increase in the need for Sports
                 Marketing Managers through 2018, with Sports Public Relations Specialists growing
                 24% nationally and 22% in Kentucky for the same timeframe. Sports affect society in
                 myriad ways - from tourism, to retailing, to equipment, to medicine, to media. This
                 course brings the revolutionary commercial world of sport communication to graduate
                 students, while allowing them to confront the extraordinary changes occurring in public
                 relations writing and multimedia distribution. This knowledge will assist them in the
                 pursuit of competitive jobs in the sport communication industry. The course will be part
                 of a new, 12-hour concentration in Sport Media and Branding offered as an option for
                 majors pursuing the online MS in Athletic Administration within the Department of
                 Kinesiology, Recreation and Sport.
        2.2      Projected enrollment in the proposed course: 15-20 students per section based on current
                 enrollment trends within the MS in Athletic Administration.
        2.3      Relationship of the proposed course to courses now offered by the department: The
                 School of Journalism & Broadcasting does not currently offer graduate courses.
                 However, the School offers undergraduate courses in Public Relations Fundamentals
                 (JOUR355); International Public Relations (JOUR 354); Public Relations Writing &
                 Production (JOUR 358); Public Relations Strategy & Planning (JOUR 454); and Public
                 Relations Management (JOUR 456).
        2.4      Relationship of the proposed course to courses offered in other departments: Although
                 graduate courses are offered in corporate communication, and an undergraduate class in
                 sports marketing, no other academic units offer graduate or undergraduate courses with a
                 detailed, semester-long focus on strategic public relations writing and multimedia
                 distribution for the sport industry.
        2.5      Relationship of the proposed course to courses offered in other institutions: Indiana
                 University offers graduate courses in Creative Sports Writing (K582) and Sport Public
                 Writing (K583); Columbia University offers a graduate course in Sport Business
                 Communication (K4570).

3.      **Discussion of proposed course:**
        3.1      Course objectives: Course emphasizes writing, distributing, and evaluating public
                 relations messages through traditional, emerging, and social media. Specific course

objectives include: 1. To promote understanding of the content, organization, format and design of strategic communications messages and documents: 2. To improve the quality of writing, including adherence to strategy, focus on target audience, diplomacy, and organization: 3. To strengthen critical and creative thinking abilities: 4. To increase strategic writing confidence and competency.

3.2      Content outline:

**Section I: Strategic Writing Overview**
- The importance of good writing
- The public relations writing process
- Broadcast-style writing
- Integrated marketing communications
- Ethics and strategic writing
- Diversity and strategic writing
- Persuasion and strategic writing
- The law and strategic writing

**Section II: Strategic Writing in Public Relations**
Students will learn to write, distribute, and evaluate these documents:
- News releases
- Media advisories
- Pitches
- Media kit backgrounders
- Strategic message planners
- Media kit fact sheets
- Media kit photo opportunity sheets
- Newsletter and magazine stories
- Web documents
- Print advertisements
- Radio advertisements
- Television advertisements
- Web advertisements
- Radio and TV promotions
- Radio and TV public service announcements
- Brochures
- Sales letters
- Fundraising letters
- Memoranda
- Policy and procedure documents

3.3      Student expectations and requirements: Students will be evaluated on their knowledge of the course material through quizzes, exams, and, most importantly, written assignments. Course pedagogies include simulations, recorded lectures, writing assignments, electronic distribution assignments, and individual projects.

3.4      Tentative texts and course materials: *Strategic Writing: Multimedia Writing for Public Relations, Advertising and More* (2nd Edition), by Marsh, Guth and Short (Allyn and Bacon, 2009)

**4.     Resources:**

4.1      Library resources: Adequate

4.2      Computer resources: This course is delivered completely on Blackboard. No additional IT resources are anticipated.

**5.     Budget implications:**

5.1      Proposed method of staffing: Course will be staffed from existing SJ&B faculty resources. No staff additions are anticipated.

5.2      Special equipment needed: None

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

6.     **Proposed term for implementation:** fall semester, 2012

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

SJ&B Curriculum Committee:                    April 25, 2011

School of Journalism & Broadcasting:          April 29, 2011

Potter College Curriculum Committee:          September 1, 2011

Graduate Council:                             __12/8/2011_____

University Senate:                            _____

**Attachment:  Bibliography, Library Resources Form**, **Course Inventory Form**

**JOUR 543 Strategic Public Relations Writing for Sport**
**Bibliography**

*International Journal of Sport Communication,* (Human Kinetics)

*International Journal of Sports Marketing & Sponsorship*, (International Marketing Reports)

*Journal of Sports Media,* (Nebraska Press)

*Media Relations in Sport (3rd Edition)*, by Caskey, Esherick & Shultz (Fitness Information Technology, 2010)

*Sport and the Media: Managing the nexus*, by Matthew Nicholson (Butterworth-Heinemann, 2006)

*Sport Public Relations: Managing Organizational Communication,* by Stoldt, Dittmore and Branvold (Human Kinetics, 2006)

*Sport Public Relations and Communications*, by Hopwood, Skinner and Kitchin (Butterworth-Heinemann, 2010)

*Sports Publicity: A Practical Approach*, by Joseph Favorito (Butterworth-Heinemann, 2007)

*Strategic Sport Communication,* by Pedersen, Miloch and Laucella (Human Kinetics, 2007)

*Strategic Writing: Multimedia Writing for Public Relations, Advertising and More* (2nd Edition), by Marsh, Guth and Short (Allyn and Bacon, 2009)

*The PR Style Guide: Formats for Public Relations Practice* (2nd Edition), by Barbara Diggs-Brown (Thompson/Wadsworth, 2007)

**Potter College of Arts & Letters**
**School of Journalism & Broadcasting**
**Proposal to Create a New Course**
**(Action Item)**

Contact Person:  Vicki Bagwell, vicki.bagwell@wku.edu, 5-5834

1.      **Identification of proposed course:**
        1.1     Course prefix (subject area) and number: JOUR 547
        1.2     Course title: Issues in Sport Media Relations
        1.3     Abbreviated course title: Sport Media Relations
        1.4     Credit hours and contact hours: 3
        1.5     Type of course: L
        1.6     Prerequisites: RSA 521 Public Relations in Recreation & Sport
        1.7     Course catalog listing: Provides a strategic framework for understanding sport
                information management and preparation by focusing on the relationship among sport
                organizations, spokespeople and media.

2.      **Rationale:**
        2.1     Reason for developing the proposed course:
                The U.S. Bureau of Labor Statistics projects that the career field of sport public relations
                specialist will grow at a rate of 24 percent nationwide through 2018.  To meet the need of
                this growth area, WKU's School of Journalism & Broadcasting would like to offer a 12-
                hour concentration in Sport Media and Branding as a new, related educational area of
                specialty within the master of science in Athletic Administration in the Department of
                Kinesiology, Recreation and Sport.  As one of four proposed classes for the masters
                program, Issues in Sport Media Relations contributes to the expansion of potential
                graduate students, both in enrollment and in educational focus.  Issues in Sport Media
                Relations offers students a critical examination of the relationship between sport and the
                four sport news media options – TV, print, radio and Internet.  This focus on
                understanding media's role with the sport community attracts graduate students who are
                interested in serving in an expanded public relations role in the sport information
                industry.  By reaching this potential student population online, the class will also provide
                a greater opportunity to serve students globally, both in their understanding of media
                relations in the sport industry and in their pursuit of a related career path in sport public
                relations.

        2.2     Projected enrollment in the proposed course: 15 - 20 students per section based on current
                enrollment trends within the MS in Athletic Administration.

        2.3     Relationship of the proposed course to courses now offered by the department: The
                School of Journalism & Broadcasting does not currently offer graduate courses.
                However, the School offers undergraduate courses in Public Relations Fundamentals
                (JOUR 355); International Public Relations (JOUR 354); Public Relations Writing &
                Production (JOUR 358); Public Relations Strategy & Planning (JOUR 454); and Public
                Relations Management (JOUR 456).

        2.4     Relationship of the proposed course to courses offered in other departments:  Although
                graduate classes are offered in corporate communication and an undergraduate class in
                sports marketing, no other academic units offer graduate or undergraduate courses with a
                detailed, semester-long focus of critically examining and preparing for the role of
                fostering a relationship between sport media and a sport organization.

2.5    Relationship of the proposed course to courses offered in other institutions: Northwestern University offers a graduate course in Sports Media and Broadcast Relations (MSA 411); Indiana University offers a graduate course in Understanding Sport Media (K500); Columbia University offers a seminar in Sports Media (K5160); Seattle University offers a graduate course in Sports Media, Social Networking, Brand Communication (SADL-507); Georgetown University offers a graduate course in Sports Communications and Public Relations (MPSM-610); and, American University offers a graduate class in Sports Communication & Media (COMM 537).

**3.**       **Discussion of proposed course:**

3.1    Course objectives: This course provides the students with a conceptual, strategic, and technical understanding of the operation and business of sport media relations. Anyone interested in a career related to sport media has to know certain essentials, such as how to prepare for media interviews, how to effectively create and distribute content for media, and how to raise the awareness of journalists and other target audiences to the athletic and non-athletic achievements of a sport organization. Specific course objectives include:

- To understand the working relationships between journalists and sport organizations.
- To understand the fundamental principles behind media relations and media analysis, particularly as they relate to sport.
- To understand the various roles of sport public relations specialists along with their duties in disseminating information.
- To produce a sport media relations plan.
- To craft effective and compelling written and oral arguments related to a sport organization.
- To develop and pitch a public relations idea to media representatives.
- To distinguish between the processes for sport news coverage of TV, print, radio, and Internet.
- To learn effective outreach, and distribution skills that are directly useful in the sport media market place.
- To gain a deeper understanding of the legal and ethical issues involved in sport, media, and public relations industries.

3.2    Content outline:
- Introduction to Media Relations in Sport
- Sport News Media
- Sport Public Relations Specialists
- Media Interviewing Skills
- Media Techniques and Strategies
- Publicity Campaigns
- Sport Crisis Management
- Global Sport Media Relations
- Law and Ethics
- New and Emerging Technologies

3.3    Student expectations and requirements: Students will be evaluated on their knowledge of the course material and lectures/discussions through quizzes, exams, and written assignments. Course pedagogies include case studies, simulations, sport news interviews in video and audio formats, online lectures, outside speakers, and other real-world connections.

3.4  Tentative texts and course materials:

Schultz, B., Caskey, P., Esherick, C. (2010). *Media Relations in Sport*. Morgantown, W. V.: Fitness Information Technology

Hopwood, M. (2010). Public Relations and the Media. In John Beech, (Ed.) *Managing Football: An International Perspective*. (pp. 55-72). Oxford, England: Elsevier Press.

Boyle, R., Haynes, R. (2009). *Power play: sport, the media and popular culture.* Edinburgh, Scotland: Edinburgh University Press

Raney, A., Jennings, B. (2006). *Handbook of Sports and Media.* London: Taylor & Francis.

Bernstein, A., Blain, N. (2003). *Sport, media, culture: global and local dimensions*. New York: Routledge.

Brookes, R. (2002). *Representing Sport*. New York: Oxford University Press, Hodder Arnold.

Articles from academic journals, including *Issues in Cultural and Media Studies*, *Journal of Sports Media*, and *Public Relations Review*.

4.   **Resources:**
     4.1     Library resources: Adequate
     4.2     Computer resources: This course is delivered completely on Blackboard. However, no additional IT resources are anticipated.

5.   **Budget implications:**
     5.1     Proposed method of staffing: Course will be staffed from existing SJ&B faculty resources. No staff additions are anticipated.
     5.2     Special equipment needed: None
     5.3     Expendable materials needed: None
     5.4     Laboratory materials needed: None

6.   **Proposed term for implementation:** fall semester, 2012

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

     SJ&B Curriculum Committee:                    April 25, 2011

     School of Journalism & Broadcasting:          April 29, 2011

     Potter College Curriculum Committee:          September 1, 2011

     Graduate Council:                             __12/8/2011_____

     University Senate:                            _____


**Attachment:  Bibliography, Library Resources Form**, **Course Inventory Form**

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

Contact Person:  Holly Payne, holly.payne@wku.edu, 745-5876

1.      **Identification of course:**
  1.1      Current course prefix (subject area) and number:  COMM 570
  1.2      Current course title: Seminar in Communication
  1.3      Credit hours: 3

2.      **Proposed course title:** Seminar in Human Communication

3.      **Proposed abbreviated course title: SEM HUMAN COMMUNICATION**
        **(max. of 30 characters including spaces)**

4.      **Rationale for the revision of course title:** We are revising the graduate program and creating two major areas of electives for students to choose from in Organizational Communication and Human Communication.  Each area will have one special topics course; therefore, we are proposing this name change to distinguish this special topics course as suitable for the Human Communication area which includes interpersonal, health, and intercultural communication.

5.      **Proposed term for implementation:** Fall 2012

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

        Department of Communication                October 12, 2011

        PCAL Curriculum Committee                November 3, 2011

        Graduate Council Committee                __12/8/2011_____

        University Senate                        _____


**Attachment:  Course Inventory Form**

**College of Education and Behavioral Sciences**
**Educational Leadership Doctoral (EDD) Program**
**Proposal to Revise Course Prerequisites**
**(Consent Item)**

Contact Person:  Steve Miller, steve.miller@wku.edu, 745-4890

**1.**      **Identification of course:**
         1.1      Course prefix (subject area) and number: EDLD 712
         1.2      Course title:  Research Methods and Design for Educational Leaders
         1.3      Credit hours:  3

**2.**      **Current prerequisites:**  Admission to EdD program and one of the following: EDFN 500 or equivalent or instructor permission.

**3.**      **Proposed prerequisite:**  Admission to EdD program

**4.**      **Rationale for the revision of prerequisites:**  Review of course requirements and tentative textbooks reveals that, as the first EDLD research course, EDLD 712 addresses the foundational knowledge that students would have received in EDFN 500 (i.e., introduction to research methods) and then provides additional information toward preparation for the second EDLD research course; thus, requiring EDFN 500 as a prerequisite puts an unnecessary burden on students who completed master's or other graduate degrees that did not require EDFN 500 or a similar course.

**5.**      **Effect on completion of major/minor sequence:**  Not applicable

**6.**      **Proposed term for implementation:**  Summer 2012

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

         EDD Leadership Council                                        __9-15-2011__

         Educational Administration, Leadership, & Research__9-27-2011__

         CEBS Curriculum Committee                                __11-1-2011__

         Professional Education Council                            __11-9-2011__

         Graduate Council                                                  __12/8/2011___

         University Senate                                                  _____

**Ogden College of Science & Engineering**
**Department of Biology**
**Proposal to Revise Course Prerequisites/Corequisites**
**(Consent Item)**

Contact Person:  Larry Alice, lawrence.alice@wku.edu, 745-7029

1.      **Identification of course:**
        1.1  Course prefix (subject area) and number: BIOL 430G
        1.2  Course title: Evolution: Theory and Process
        1.3  Credit hours: 3

2.      **Current prerequisites/corequisites/special requirements:**
        BIOL 327 or permission of instructor

3.      **Proposed prerequisites/corequisites/special requirements:**
        Graduate standing.

4.      **Rationale for the revision of prerequisites/corequisites/special requirements:**
        The majority of graduate students enrolling in BIOL 430G require a prerequisite/corequisite
        override creating an unnecessary demand on faculty and staff. Graduate students in biology have
        sufficient background through their undergraduate studies to be successful in this course.

5.      **Effect on completion of major/minor sequence:** None

6.      **Proposed term for implementation :** Fall 2012

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

        Biology Department:                          _11 Nov. 2011_____

        OCSE Graduate Committee                 _18 Nov. 2011_____

        Graduate Council                               __12/8/2011_____

        University Senate                               _____

**Attachment:  Course Inventory Form**

**Potter College**
**Department of Communication**
**Proposal to Revise Course Catalog Listing**
**(Consent Item)**

Contact Person:  Blair Thompson, blair.thompson@wku.edu, 745-5889

**1.      Identification of course:**
      1.1      Course prefix (subject area) and number:  COMM 501
      1.2      Course title: Qualitative Research Methods in Communication
      1.3      Credit hours:3

**2.      Current course catalog listing:** Study of traditional and contemporary non-quantitative methods of examining communication events and phenomena. (Required)

**3.      Proposed course catalog listing:** Study of qualitative research designs and the procedures typically used in communication research. Includes general overview of interviewing and other qualitative research methodologies.

**4.      Rationale for revision of the course catalog listing:** The revised course description more accurately describes the course content and focus on primary qualitative research designs.

**5.      Proposed term for implementation:** Fall 2012

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

      Department of Communication:               October 12, 2011

      Potter College Curriculum Committee        November 3, 2011

      Graduate Council                   __12/8/2011_____

      University Senate                  _____

**Attachment:  Course Inventory Form**

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

Contact Person:  Holly Payne, holly.payne@wku.edu, 745-5876

1.      **Identification of course:**
        1.1      Current course prefix (subject area) and number:  COMM 561
        1.2      Current course title: Multinational Business Communication
        1.3      Credit hours: 3

2.      **Proposed course title:** Multinational Organizational Communication

3.      **Proposed abbreviated course title:** MULTINATIONAL ORG COMM
        **(max. of 30 characters including spaces)**

4.      **Rationale for the revision of course title:**  We are changing the course title to include
"Organizational Communication" instead of "Business Communication" because this reflects the course
content and is a more appropriate term used within the discipline.  This title change also clarifies that this
course fits within the Organizational Communication Elective options.

5.      **Proposed term for implementation:** Fall 2012

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

        Department of Communication                October 12, 2011

        PCAL Curriculum Committee                  November 3, 2011

        Graduate Council                           ___12/8/2011_____

        University Senate                          _____

**Attachment:  Course Inventory Form**

**College of Health and Human Services**
**Department of Kinesiology, Recreation and Sport**
**Proposal to Make Multiple Revisions to a Course**
**(Action Item)**

Contact Persons:  Fred Gibson, Ph.D., fred.gibson@wku.edu, (270) 745-6021
Bruce Larson, Ed.D., bruce.larson@wku.edu, (270) 745-2211

1. **Identification of course:**
   1.1    Current course prefix and number:  RSA 530
   1.2    Course title: Advanced Studies in Recreation and Sport
   1.3    Credit hours: 3

2. **Revise course title: N/A**
   2.1    Current course title:
   2.2    Proposed course title:
   2.3    Proposed abbreviated title:
   2.4    Rationale for revision of course title:

3. **Revise course number: N/A**
   3.1    Current course number:
   3.2    Proposed course number:
   3.3    Rationale for revision of course number:

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

5. **Revise course catalog listing:**
   5.1    Current course catalog listing:
          Specific and detailed analysis of issues in recreation and sport incorporating
          individualized instruction between student and faculty.  Restricted enrollment pending
          faculty approval.

   5.2    Proposed course catalog listing:
          Specific and detailed analysis of issues in recreation and sport incorporating
          individualized instruction between student and faculty.  Restricted enrollment pending
          faculty approval.  May be repeated once in a different setting for a maximum of six credit
          hours.

   5.3    Rationale for revision of course catalog listing:
          Course catalog description needs to reflect the fact that the course can be repeated one
          time for a total of 6 credit hours.

6. **Revise course credit hours:**
   6.1    Current course credit hours: 3
   6.2    Proposed course credit hours: 3 **(May be repeated once for a maximum of 6 credit
          hours)**
   6.3    Rationale for revision of course credit hours:
          This course is designed for faculty-supervised projects that can include, but is not limited
          to, writing a research paper or manuscript for publication, assisting a faculty member
          with teaching a class, working on a special event/program, etc.  Since there are multiple

options for meeting the requirements of this course, a student should be allowed to repeat the course one time (with a different assignment/special project) for additional course credit.

7. **Proposed term for implementation:** Summer 2012

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

   KRS Department                                        10/3/2011

   CHHS Grad Curriculum Committee            10/18/11

   Graduate Council                                 12/8/2011

   University Senate                                    

**Attachment:  Course Inventory Form**

**College of Health and Human Services**
**Department of Kinesiology, Recreation and Sport**
**Proposal to Make Multiple Revisions to a Course**
**(Action Item)**

Contact Persons:  Fred Gibson, Ph.D., fred.gibson@wku.edu, (270) 745-6021
Bruce Larson, Ed.D., bruce.larson@wku.edu, (270) 745-2211

1. **Identification of course:**
   1.1    Current course prefix and number:  RSA 590
   1.2    Course title: Practicum in Recreation and Sport
   1.3    Credit hours: 3

2. **Revise course title: N/A**
   2.1    Current course title:
   2.2    Proposed course title:
   2.3    Proposed abbreviated title:
   2.4    Rationale for revision of course title:

3. **Revise course number: N/A**
   3.1    Current course number:
   3.2    Proposed course number:
   3.3    Rationale for revision of course number:

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

5. **Revise course catalog listing:**
   5.1    Current course catalog listing:
   Cooperative field experiences in approved recreation and sport settings where students obtain professional administrative and/ or programming experience with agency and faculty supervision.  This course requires off campus travel.  Students are responsible for their own transportation to off campus meetings.

   5.2    Proposed course catalog listing:
   Cooperative field experiences in approved recreation and sport settings where students obtain professional administrative and/ or programming experience with agency and faculty supervision.  This course requires off campus travel.  Students are responsible for their own transportation to off campus meetings.  May be repeated once in a different setting for a maximum of six credit hours.

   5.3    Rationale for revision of course catalog listing:
   Course catalog description needs to reflect the fact that the course can be repeated one time for a total of 6 credit hours.

6. **Revise course credit hours:**
   6.1    Current course credit hours: 3
   6.2    Proposed course credit hours: 3  **(May be repeated once for maximum of 6 credit hours)**

6.3      Rationale for revision of course credit hours:
This course is a practicum experience intended for students to gain valuable knowledge and experience in the field.  Students will benefit from multiple practicum experiences and should be allowed to repeat the course one time (in a different setting from the first time) for additional course credit.

**7.      Proposed term for implementation:** Summer 2012

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

| | |
|---|---|
| KRS Department | 10/3/2011 |
| CHHS Grad Curriculum Committee | 10/18/11 |
| Graduate Council | 12/8/2011 |
| University Senate | |

**Attachment:  Course Inventory Form**

**Ogden College of Science & Engineering**
**Department of Biology**
**Proposal to Suspend a Course**
**(Consent Item)**

Contact Person:  Larry Alice, lawrence.alice@wku.edu, 745-7029

**1.      Identification of course:**
        1.1      Current course prefix (subject area) and number: BIOL 589
        1.2      Course title: Internship in Biology
        1.3      Credit hours: 3

**2.      Rationale for the course suspension:**
        There are two graduate-level internship/practicum courses offered through the Department of
        Biology, BIOL 569 and BIOL 589. The catalog description for the two courses, however, are
        identical Students seeking this type of experience can do so through BIOL 569, making BIOL 589
        duplicative and unnecessary.

**3.      Effect of course suspension on programs or other departments:** None.

**4.      Proposed term for implementation:** Fall 2012

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

Biology Department:                       _11 Nov. 2011_____

OCSE Graduate Committee              _18 Nov. 2011_____

Graduate Council                          __12/8/2011_____

University Senate                          _____

**Attachment:  Course Inventory Form**

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

Contact Person:  Holly Payne, holly.payne@wku.edu, 745-5876

1. **Identification of course:**
   1.1    Current course prefix (subject area) and number:  COMM 502
   1.2    Course title: Survey Research Methods in Communication
   1.3    Credit hours: 3

2. **Revise course title:**
   2.1    Current course title: Survey Research Methods in Communication
   2.2    Proposed course title: Quantitative Methods in Communication Research
   2.3    Proposed abbreviated title: QUANT METHODS COMM RES
   2.4    Rationale for revision of course title:  We are changing the name of the course to be consistent with our other required research methods course which is COMM 501: Qualitative Research Methods in Communication Research.

3. **Revise course catalog listing:**
   3.1    Current course catalog listing:  Study of survey research design and implementation as typically used in organizational communication research. Includes general overview of the scientific method and the relationship of survey research to other research methodologies along with statistical procedures and software for analyzing survey data. (Required)

   3.2    Proposed course catalog listing: Study of quantitative research designs and the procedures typically used in communication research. Includes general overview of survey and other quantitative research methodologies along with statistical analysis using computer software.

   3.3    Rationale for revision of course catalog listing:  The revised course description more accurately describes the course content by clarifying how survey research is embedded within various quantitative research designs.

4. **Proposed term for implementation:** Fall 2012

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


   Department of Communication              October 12, 2011

   PCAL Curriculum Committee                November 3, 2011

   Graduate Council                         __12/8/2011_____

   University Senate                        _____

**Attachment:  Course Inventory Form**

**Ogden College of Science & Engineering**
**Department of Biology**
**Proposal to Suspend a Course**
**(Consent Item)**

Contact Person:  Larry Alice, lawrence.alice@wku.edu, 745-7029

**1.      Identification of course:**
    1.1      Current course prefix (subject area) and number: BIOL 589
    1.2      Course title: Internship in Biology
    1.3      Credit hours: 3

**2.      Rationale for the course suspension:**
There are two graduate-level internship/practicum courses offered through the Department of Biology, BIOL 569 and BIOL 589. The catalog description for the two courses, however, are identical Students seeking this type of experience can do so through BIOL 569, making BIOL 589 duplicative and unnecessary.

**3.      Effect of course suspension on programs or other departments:** None.

**4.      Proposed term for implementation:** Fall 2012

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

Biology Department:                          _11 Nov. 2011_____

OCSE Graduate Committee                 _18 Nov. 2011_____

Graduate Council                               _ _12/8/2011_____

University Senate                               _____

**Attachment:  Course Inventory Form**

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

Contact Person:  Holly Payne, holly.payne@wku.edu, 745-5876

1.      **Identification of course:**
        1.1      Current course prefix (subject area) and number:
                 COMM 504
                 COMM 525
                 COMM 542
                 COMM 569

        1.2      Course title:
                 Ethnographic Methods in Communication Research
                 Interpersonal Support in the Workplace
                 Practicum in Communication Consulting
                 Values and Leadership in Organizational Communication

        1.3      Credit hours: 3

2.      **Rationale for the course suspension:** We are revising the graduate program and
        suspending courses that have not been taught in a significant amount of time and for
        which we have few faculty resources.

3.      **Effect of course suspension on programs or other departments, if known:**  These
        courses have not been offered in a number of years and will not negatively affect students
        in our program or from other programs.

4.      **Proposed term for implementation: Fall 2012**

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

        Department of Communication                 October 12, 2011

        PCAL Curriculum Committee                    November 3, 2011

        Graduate Council Committee                   __12/8/2011_____

        University Senate                            _____


**Attachment:  Course Inventory Form**

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

Contact Person:  Holly Payne, holly.payne@wku.edu, 745-5876

1.      **Identification of course:**
        1.1     Current course prefix (subject area) and number: COMM 562
        1.2     Course title: Special Topics in Intercultural Communication
        1.3     Credit hours: 3

2.      **Rationale for the course suspension:** We are revising the graduate program and creating two major areas of electives for students to choose from in Organizational Communication and Human Communication.  Each area will have one special topics course; therefore, we are suspending this course in lieu of a special topics in Human Communication.  This will provide us the flexibility to offer special topics in the areas of interpersonal, health, and intercultural communication.

3.      **Effect of course suspension on programs or other departments, if known:**  This course serves as an elective and should not have a negative effect on students in our program or from other programs.

4.      **Proposed term for implementation: Fall 2012**

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

        Department of Communication                October 12, 2011

        PCAL Curriculum Committee                   November 3, 2011

        Graduate Council Committee                  __12/8/2011_____

        University Senate                           _____


**Attachment:  Course Inventory Form**

**Potter College of Arts and Letters**
**Department of Communication**
**Proposal to Reactivate a Suspended Course**
**(Consent Item)**

Contact Person:  Holly Payne, holly.payne@wku.edu, 745-5876

1.      **Identification of course:**
        1.1      Current course prefix (subject area) and number:  COMM 560
        1.2      Course title: Seminar in Org Comm
        1.3      Credit hours: 3

2.      **Rationale for the course reactivation:** We are revising the graduate program and creating two major areas of electives for students to choose from in Organizational Communication and Human Communication.  Each area will have one special topics course; therefore, we are reactivating this course to allow for special offerings in Organizational Communication.

3.      **Effect of course reactivation on programs or other departments, if known:**
There is no known effect on other programs or departments.

4.      **Proposed term for implementation:** Fall 2012

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


        Department of Communication             October 12, 2011

        PCAL Curriculum Committee               November 3, 2011

        Graduate Council Committee              __12/8/2011_____

        University Senate                       _____


**Attachment:  Course Inventory Form**

**College of Health and Human Services**
**Department of Kinesiology, Recreation, and Sport**
**Proposal to Create a New Certificate Program**
**(Action Item)**

Contact Persons:  Fred Gibson, Ph.D., fred.gibson@wku.edu, (270) 745-6021
Bruce Larson, Ed.D., bruce.larson@wku.edu, (270) 745-2211

**1.      Identification of program:**
   1.1      Program title: Facility and Event Management
   1.2      Required hours in program: 12 hours
   1.3      Special information: This graduate certificate is intended for students desiring to enhance their skills and experiences related to the management of facilities and events.
   1.4      Catalog description: This graduate certificate is focused on the practical skills needed for employment in the rapidly growing field of Facility and Event Management. This 12-credit hour certificate requires the completion of the following courses: RSA 534 - Facility Management, RSA 536 - Event Management, RSA 590 - Practicum, and RSA 598 - Master's Project.

**2.      Objectives of the proposed certificate program:** Recreation and sport professionals with qualifications and skills in facility and event management are extremely employable. Numerous professional organizations emphasize trainings and certifications in facility and event management for their members. These offerings can include aquatic management, crowd control, playground safety, accessibility, preventative maintenance, risk management, construction standards, turf management, emergency action planning, green design and sustainability, and many more. Examples of professionals who can benefit from this certificate includes but is not limited to the following:

Municipal Park and Recreation Employees                    Stadium and Arena Managers
Collegiate and Professional Sport Facility Managers  Athletic Coaches/Administrators
Convention and Conference Center Employees             Campus Recreation Employees
Facility and Event Security Personnel                           Event Planners
Aquatic Facility Managers                                               Motorsports Personnel
Golf Course Personnel                                                     Shooting Sports Employees

**3.      Rationale:**
   3.1      Reason for developing the proposed certificate program: Students and professionals have requested this certificate as a mechanism for more specialized training for entry-level and experienced professionals alike. Recreation and sport professionals are demanding more opportunities for professional development in the area of facility and event management. This graduate certificate program will provide online learning opportunities for both full and part-time students.
   3.2      Relationship of the proposed certificate program to other programs now offered by the department: The certificate program is part of a larger online Master's degree program administered by the Department of Kinesiology, Recreation, and Sport (KRS) and WKU's Division of Extending Learning and Outreach (DELO). The degree program and certificate are supported by an external agreement with the International Association of Venue Managers (IAVM). There are no similar certificate programs offered by the KRS Department.
   3.3      Relationship of the proposed certificate program to certificate programs offered in other departments: There are no similar certificate programs offered by other departments at WKU.
   3.4      Projected enrollment in the proposed certificate program: 20-25 students in the initial cohort in Fall 2012

3.5      Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): This graduate certificate program is truly cutting edge and unique. We could find no evidence of a similar certificate at another university.

3.6      Relationship of the proposed certificate program to the university mission and objectives: The purpose of this certificate program is to create more marketable recreation and sport professionals with qualifications and skills in facility and event management. Students pursuing the certificate will have a paid associate-student membership with the International Association of Venue Managers (IAVM). Benefits of membership include exceptional professional development opportunities and a vast network of facility and event management professionals. The proposed certificate aligns with the WKU Strategic Plan by creating highly skilled and engaged graduates that can compete for the best jobs in their fields around the globe. The online course delivery will allow for local, regional, national, and international marketing. The certificate will be attractive to past, current, and future students and will, therefore, positively impact graduate enrollment.

4.      **Curriculum:** The 12-credit hour certificate will include the following four courses:

| RSA 534 - Facility Management (3 credits) |
| --- |
| RSA 536 - Event Management (3 credits) |
| RSA 590 - Practicum (3 credits) |
| RSA 598 - Master's Project (3 credits) |

5.      **Budget implications:** None. This certificate program will be operated through WKU's Division of Extended Learning and Outreach (DELO) and supported by an external agreement with the International Association of Venue Managers (IAVM).

6.      **Proposed term for implementation:** Fall 2012

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

KRS Department                           10/3/2011

CHHS Grad Curriculum Committee        10/18/11

Graduate Council                       12/8/2011

University Senate                      _____

**Attachment:  Program Inventory Form**

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

Contact Person:    Dr. Carl Myers
                carl.myers@wku.edu
                745-4410

1.       **Identification of program:**
    1.1      Current program reference number: 147
    1.2      Current program title: Specialist in Education School Psychology
    1.3      Credit hours: 71

2.       **Identification of the proposed program changes:**
       • Wording changes in the program description narrative.
       • Delete PSY 512 (Seminar in Experimental Design).
       • Delete LTCY 520 (Clinical Diagnosis of Reading Abilities).
       • Add PSY 510 (Advance Educational Psychology).
       • Delete PSY 552 (Advanced Social Psychology).
       • Increase required hours of PSY 662 (Practicum in Psychology) from 2 hours (currently) to 4
           hours (proposed).
       • As a result of the changes, the total number of required hours in the program will decrease from
           71 to 67.

3.       **Detailed program description:**

| Current Specialist in Education, School Psychology program | Proposed Specialist in Education, School Psychology program |
| --- | --- |
| This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department's psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project **(thesis)** are also required. | This program emphasizes training as an innovative problem solver. The student is trained to function as an integral part of the total program of pupil services. Each individual receives on-site experience in public schools, school-related practicum assignments in the department's psychological clinic, and experience as a member of an interdisciplinary team. Upon completion of the required course work, the student must complete a full year minimum 1200-hour internship within an educational setting. Practicum, research tool and a specialist project are also required. |
| Admission Requirements<br>**Applicants should have course work in statistics and experimental methodology, general psychology, and abnormal or personality psychology**; a minimum score of 850 on the Graduate Record Examination General Test (Verbal + Quantitative); and a minimum undergraduate GPA of 3.0. **Exceptions to the minimum criteria may be made for students with exceptional backgrounds or experiences.** Applicants should send three letters of recommendation, a psychology | Admission Requirements<br>**Applicants should have course work in introductory psychology, statistics, research methods, and either abnormal or personality psychology**; a minimum score of 850 **or equivalent\*** on the Graduate Record Examination General Test (Verbal + Quantitative); and a minimum undergraduate GPA of 3.0.  Applicants should send three letters of recommendation, a psychology department application form and the |

department application form and the graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense.

graduate studies application form to the Office of Graduate Studies. Beyond these stated minimum requirements, selection is competitive. A criminal background check**, TB test, and physical exam** will be required of successful applicants during the first semester of graduate study at the applicant's expense.

*All admitted students must separately qualify for admission to professional education, including meeting the standardized test score requirements found on the CEBS Teacher Admissions webpage. Students whose GRE scores do not meet the professional education minimums may qualify for admission by submitting qualifying scores on the PRAXIS I. For more information, contact the school psychology program coordinator.

*Required Courses*

**LTCY 520 Clinical Diagnosis of Reading Abilities (3)**

PSY 511 Psychology of Learning (3)

**PSY 512 Seminar in Experimental Design (3)**

PSY 514 Program Evaluation (3)

PSY 519 Psychological Perspectives on Classroom Behavior (3)

PSY 521 Advanced Child Developmental Psychology (3)

PSY 540 Behavior Problems of Childhood and Adolescence (3)

PSY 541 Professional Issues and Ethics in Psychology (3)

PSY 545 Clinical Child Psychology: Theory and Practice (3)

**PSY 552 Advanced Social Psychology** (3)

PSY 560 Assessment of Cognitive and Intellectual Functioning (3)

PSY 561 Advanced Assessment in Educational Settings (3)

PSY 562 Practicum in Psychological Assessment (6)

PSY 563 Statistics and Psychometric Theory (3)

PSY 580 Advanced Physiological Psychology (3)

PSY 592 Internship (6 hours)

PSY 641 Theories of Psychotherapy (3)

PSY 643 Academic Assessment & Intervention (3)

PSY 645 Consultation in Educational and Mental Health Settings (3)

**PSY 662 Practicum in Psychology (2)**

*Required Courses*

**PSY 510 Advanced Educational Psychology (3)**

PSY 511 Psychology of Learning (3)

PSY 514 Program Evaluation (3)

PSY 519 Psychological Perspectives on Classroom Behavior (3)

PSY 521 Advanced Child Developmental Psychology (3)

PSY 540 Behavior Problems of Childhood and Adolescence (3)

PSY 541 Professional Issues and Ethics in Psychology (3)

PSY 545 Clinical Child Psychology: Theory and Practice (3)

PSY 560 Assessment of Cognitive and Intellectual Functioning (3)

PSY 561 Advanced Assessment in Educational Settings (3)

PSY 562 Practicum in Psychological Assessment (6)

PSY 563 Statistics and Psychometric Theory (3)

PSY 580 Advanced Physiological Psychology (3)

PSY 592 Internship (6 hours)

PSY 641 Theories of Psychotherapy (3)

PSY 643 Academic Assessment & Intervention (3)

PSY 645 Consultation in Educational and Mental Health Settings (3)

**PSY 662 Practicum in Psychology (4)**

| | |
|---|---|
| PSY 699 Specialist Project (6) | PSY 699 Specialist Project (6) |
| **Total Hours: 71** | **Total Hours: 67** |

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

*Overview*: The National Association of School Psychologists (NASP) approved new program training standards in 2010. As a result, our program is reviewing and updating course content (e.g., increasing an emphasis on interventions) to ensure our nationally accredited program continues to meet the new training standards. The proposed changes serve to better align program content with training standards, appropriately recognize course workloads, and keep degree hour requirements in line with other Kentucky school psychology programs.

- Changes in the narrative: The word "thesis" was deleted to avoid confusion. A specialist project is required. Current wording describing prerequisite courses for admission into the program was modified to be more consistent with the names of WKU undergraduate courses. Specifically, "general" psychology was changed to "introductory," and "experimental methodology" was changed to "research methods." Because the GRE test has changed, the words, "or equivalent" were added as a temporary solution to address those changes. Currently, admission into professional education also requires a TB test and physical exam. Those requirements were included in the changes. KAR 5:020 has specific requirements for admission into the professional education program and a statement notifying applicants they must meet those requirements are now included. Exceptions cannot be made to the minimum requirements, so the sentence about exceptions was deleted.

- National program training requirements emphasize 10 training standards with one of those standards being "Research and Program Evaluation." Our current program structure has 15 graduate course hours addressing that one area. The proposal to delete PSY 512 still leaves 12 course hours in that area which more than adequately addresses that standard. PSY 512 was chosen because the content of that class will change as part of the department's revisions of the master's degree program in psychology. The new emphasis of the course is not as relevant for school psychology practitioners.

- NASP's new training standards have an increased emphasis on training school psychology graduate students on academic and behavioral interventions that are being addressed through course content changes. The current program emphasizes assessment in several courses, resulting in 18 credit hours of such courses. The LTCY 520 course also emphasizes assessment in a very specific area (i.e., reading). Because the students are already well versed in assessment, and learn about formal (i.e., standardized testing) and informal (e.g., Curriculum-Based Measurement) assessment of reading abilities in PSY 643 (Academic Assessment and Intervention), the LTCY 520 course is not essential.

- NASP training standards (2010) include a need for students to "have a foundation in the knowledge bases for both psychology and education." The inclusion of PSY 510 (Advanced Educational Psychology) is a logical and relevant choice to provide such a foundation. Such a course would include the theoretical and applied aspects of cognition and motivation related to student learning, while emphasizing social psychology theories such as attribution theory, self-regulation, and goal theory.

- Historically, the American Psychological Association (APA) training recommendations for graduate level psychology programs emphasized the need for a broad-based education in various fields of psychology with one of those areas being social psychology. Training standards for school psychology programs through NASP (our program approval agency) have not required the APA broad-based model of training since 1994. While social psychology is recognized as a useful course for the school psychology graduate students, it is not essential to meet training standards. Furthermore, the inclusion of PSY 510 (Advanced Educational Psychology) will include an emphasis on some of the social psychology theories as they apply to education.

• Currently, the school psychology program requires 1 hour of PSY 662 for two semesters (2 credit hours total). The proposal is to increase the required credit hours to 2 hours per semester for a total of 4 credit hours. This change is proposed because currently, for the one-hour practicum, the students are required to spend one full day a week in a school system with a school psychologist, plus meet with the faculty instructor for one hour a week. Increasing the number of credit hours for the course more appropriately reflects the time and work required.

• The proposed 67 hours are still greater than the national certification requirements of 60 hours and the change will benefit the program in other ways:

   - Graduate Studies and Research has a policy limiting graduate students to 12 credit hours per semester if they have a graduate assistantship. As the program is structured now, they must take 13 credit hours for two semesters. By reducing the required number of hours, the school psychology program will comply with that policy.

   - To enhance recruiting efforts, we want to require hours that will be comparable to, not greater than, the other school psychology programs in the state. Currently, WKU's program requires the most graduate hours (tied with EKU) for a school psychology program in Kentucky (EKU = 71; UK = 69; Murray = 66).

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

Fall, 2012

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

| | |
|---|---|
| Psychology Department | 10-14-2011 |
| CEBS Curriculum Committee | 11-01-2011 |
| Professional Education Council | 11-09-2011 |
| Graduate Council | 12/8/2011 |
| University Senate | _____ |

**College of Health & Human Services**
**Department of Kinesiology, Recreation, and Sport**
**Proposal to Revise a Program**
**(Action Item)**

Contact Person:  Bruce Larson; bruce.larson@wku.edu ; 745-2211
Fred Gibson; fred.gibson@wku.edu; 745-6021
William Hey, PhD; william.hey@wku.edu; (270) 745-3350

1.      **Identification of program:**
1.1      Current program reference number: 095
1.2      Current program title: Recreation and Sport Administration
1.3      Credit hours: 33

2.      **Identification of the proposed program changes:**
- Change course catalog description of admission criteria
- Replace two existing courses with two new courses in the Facility and Event Management (FEM) Concentration.
- Create a new concentration in Sport Media and Branding.
- Change PE 530 to RSA 530 for REIA concentration.

3.      **Detailed program description:**

| Existing Program | Proposed Program |
|---|---|
| **Admission Requirements** | **Admission Requirements** |
| ~~2200 GAP Score~~ | **Applicants to the Recreation and Sport Administration graduate program must meet the following requirements.**<br>• **A bachelor's degree from an accredited college or university**<br>• **An official transcript from the college or university granting the baccalaureate degree**<br>• **A cumulative baccalaureate grade point average (GPA) of at least 2.5 on a 4.0 scale**<br>**OR**<br>• **A GPA of at least a 2.75 on a 4.0 scale in the last 60 hours completed OR**<br>• **A GPA of at least a 3.0 in the major content area on a 4.0 scale**<br><br><br>**Conditional Admission Requirements**<br>**The KRS Graduate Committee may conditionally admit individuals not meeting the above criteria with the additional submission of the following for review:**<br>• **A resume including career objective, professional experience, and relevant coursework completed**<br><br>**If accepted conditionally, students must complete the following to be moved from conditional admission to full admission status:**<br>• **Must maintain at least a 3.0 overall GPA in the first 12 credit hours** |

| | | Current Curriculum | | | | Proposed Curriculum | |
|---|---|---|---|---|---|---|---|
| | | | | • | **Must not receive a grade below B in the first 12 credit hours** | | |
| | | | | **Students meeting these requirements in the first 12 hours will be fully admitted. Students who do not meet these requirements in the first 12 hours will be dismissed from the program.** | | | |
| Prefix | # | Course Title | Hrs | Prefix | # | Course Title | Hrs. |
| | | **Core Courses** | | | | **Core Courses** | |
| RSA | 501 | Research Methods in Recreation and Sport | 3 | RSA | 501 | Research Methods in Recreation and Sport | 3 |
| RSA | 513 | Recreation and Sport Administration | 3 | RSA | 513 | Recreation and Sport Administration | 3 |
| RSA | 515 | Recreation and Sport Facility Development | 3 | RSA | 515 | Recreation and Sport Facility Development | 3 |
| RSA | 517 | Legal Issues in Recreation and Sport | 3 | RSA | 517 | Legal Issues in Recreation and Sport | 3 |
| RSA | 519 | Fiscal Practices in Recreation and Sport | 3 | RSA | 519 | Fiscal Practices in Recreation and Sport | 3 |
| RSA | 521 | Public Relations in Recreation and Sport | 3 | RSA | 521 | Public Relations in Recreation and Sport | 3 |
| RSA | 523 | Theory of Recreation and Sport | 3 | RSA | 523 | Theory of Recreation and Sport | 3 |
| | | Core Total | 21 | | | Core Total | 21 |
| | | | | | | | |
| | | **General Concentration (REGC)** | | | | **General Concentration (REGC)** | |
| RSA | 590 | Practicum in Recreation and Sport | 3 | RSA | 590 | Practicum in Recreation and Sport | 3 |
| | | Electives | 9 | | | Electives | 9 |
| | | Total Hours REGC | 33 | | | Total Hours REGC | 33 |
| | | | | | | | |
| | | **Facility and Event Management (FEM)** | | | | **Facility and Event Management (FEM)** | |
| RSA | 590 | Practicum in Recreation and Sport | 3 | RSA | 590 | Practicum in Recreation and Sport | 3 |
| **REC** | **426G** | **Facility Planning and Design** | **3** | **RSA** | **534** | **Facility Management** | **3** |
| **RSA** | **530** | **Advanced Studies in Recreation and Sport** | **3** | **RSA** | **536** | **Event Management** | **3** |
| RSA | 598 | Master's Project | 3 | RSA | 598 | Master's Project | 3 |
| | | Total Hours FEM | 33 | | | Total Hours FEM | 33 |
| | | | | | | | |
| | | **Athletic Administration & Coaching (REIA)** | | | | **Athletic Administration & Coaching (REIA)** | |
| PE | 530 | Independent Investigations in Physical Education | 3 | **RSA** | **530** | **Advanced Studies in Recreation and Sport** | **3** |
| RSA | 542 | Investigation of Current Interscholastic Athletics Issues | 3 | RSA | 542 | Investigation of Current Interscholastic Athletics Issues | 3 |
| RSA | 543 | Sports Medicine Administration for Interscholastic Athletics | 3 | RSA | 543 | Sports Medicine Administration for Interscholastic Athletics | 3 |
| RSA | 544 | Championship Events (Practicum) | 3 | RSA | 544 | Championship Events (Practicum) | 3 |
| | | Total Hours REIA | 33 | | | Total Hours REIA | 33 |
| | | | | | | | |
| | | | | | | **Sport Media and Branding (SMB)** | |
| | | | | **JOUR** | **536** | **Sport Branding: A New Game** | **3** |
| | | | | **JOUR** | **537** | **Sports Sponsorships: New Revenue Strategies** | **3** |

| | | | | | JOUR | 543 | **Strategic Public Relations Writing for Sport** | 3 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | JOUR | 547 | **Issues in Sport Media Relations** | 3 |
| | | | | | | | **Total Hours SMB** | 33 |

4. **Rationale for the proposed program change:**
   - The previous admissions criteria were formulated by the graduate faculty in the KRS Department and have been used by Graduate Studies for several years. This proposal is being submitted to officially revise the graduate admission criteria (pending approval by the Graduate Council). To be considered for full admission into the Recreation and Sport Administration program, students must officially apply to Graduate Studies with the above listed qualifications.
   - Facility and Event Management Concentration: The two new courses proposed, RSA 534 and RSA 536, will be an important part of the FEM concentration. Numerous students enrolled in the concentration have already taken as electives the courses proposed for deletion (REC 426G and RSA 530) as part of other major and minor programs of study. The two courses were written to enhance the FEM concentration, based upon the curricular standards of the International Association of Venue Manager (IAVM, cohort partnering organization). A course with an increased emphasis on facility management versus facility design was needed. Additionally, a course in event management was a content area that needed strengthening and will better address the needs of the concentration, as compared to the RSA 530, which is a faculty supervised special project/topics course.
   - Sport Media and Branding Concentration: Sports in America involve more than $200 billion in annual spending and touch every professional aspect of media. The leading sports in the U.S. are followed by 85 percent of the U.S. population, and the average individual follows five different leagues. Sport revenues are generated from sponsorships, gate revenues for live sporting events, media rights fees and merchandising. With sport organizations wary of increasing ticket fees in a crowded marketplace and a global recession, effective media relations and branding strategies are becoming critical to their financial success. The Bureau of Labor Statistics' Office of Occupational Statistics and Employment projects a 12% increase in the need for Sports Marketing Managers through 2018, with Sports Public Relations Specialists growing 24% nationally and 22% in Kentucky for the same timeframe. Sports affect society in myriad ways - from tourism, to retailing, to equipment, to medicine, to media.

     The proposed concentration brings the revolutionary commercial world of sport communication to graduate students, while allowing them to confront the extraordinary changes occurring in public relations writing and multimedia distribution. This knowledge will assist them in the pursuit of competitive jobs in the sport communication industry. To meet the need of this growth area, WKU's Department of Kinesiology, Recreation and Sport would like to offer a 12-hour concentration in Sport Media and Branding as a new, related educational area of specialty within the Master of Science in Recreation and Sport Administration. This concentration is supported through courses offered by the School of Journalism and Broadcasting. This focus on understanding media's role with the sport community attracts graduate students who are interested in serving in an expanded public relations role in the sport information industry. By reaching this potential student population online, the concentration will provide a greater opportunity to serve students globally, both in their understanding of media relations in the sport industry and in their pursuit of a related career path in sport public relations.
4. **Proposed term for implementation:** Fall 2012

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

KRS Department:                                          October 3, 2011

CHHS Graduate Curriculum Committee          __10/18/11_____

Graduate Council                                        __12/8/2011_____

University Senate                                        _____

**Attachment:  Program Inventory Form**

**University College**
**MA Leadership Dynamics**
**Center for Leadership Excellence**
**Proposal to Revise A Program**
**(Action Item)**

Contact Person: Nevil Speer  Nevil.speer@wku.edu  745-5959

**1.      Identification of program:**
    1.4      Current program reference number: 0422
             Current program title: Master of Arts in Leadership Dynamics
    1.5      Credit hours: 33

**2.      Identification of the proposed program changes:**
         Proposed changes include revising program requirement to 30 hours (versus previous 33 hours).
         Programmatic changes also include revision of courses in the program and deletion of curriculum
         tracks used to fulfill degree requirements.

**Proposed Program Changes**

**General / Structural Changes**
- Reclassification of Requirements:
    o Current program includes 21 hours of core courses / 12 hours of electives
    o Proposed program includes 18 hours of core courses / 12 hours of electives
    o Current program includes 2 specific course-of-study tracks students may follow
    o Proposed program possesses no specific course-of-study tracks – only generalized list of electives

**Specific Curriculum Changes**
- Courses deleted from the core:
    o COMM 581: Applied Organizational Communication

- Courses deleted from list of electives:
    o COMM 564: Crisis Communication
    o COMM 586: Processes of Group Communication

- Course number change:
    o PS 440G to PS 520: Elements of Public Administration

**3.      Detailed program description:**

| Current Requirements of the MLD | Proposed Requirements for MLD |
|---|---|
| **Core of required courses – 21 hours** | **Core of required courses – 18 hours** |
| COMM 531: Global Leadership Communication | COMM 531: Global Leadership Communication |
| ECON 501: Survey of Economic Theory | ECON 501: Survey of Economic Theory |
| **COMM581: Applied Organizational Communication** | |

| | |
|---|---|
| EDFN500:  Research Methods  OR<br>SOCL513: Methods of Social Research | EDFN500:  Research Methods  OR<br>SOCL513: Methods of Social Research |
| LEAD500: Effective Leadership Studies | LEAD500: Effective Leadership Studies |
| LEAD525:  Leadership Ethics | LEAD525:  Leadership Ethics |
| LEAD597:  Capstone in Leadership Studies | LEAD597:  Capstone in Leadership Studies |

| Current Requirements of the MLD | Proposed Requirements of the MLD |
|---|---|
| Track:  Strategic Leadership (12 hrs)<br>Students will learn the competencies necessary<br>for strategic leadership in diverse settings. | **General Electives (12 hours)** |
| CNS555:  Social and Cultural Diversity | CNS555:  Social and Cultural Diversity |
| COMM565:  Communication and Conflict | COMM565:  Communication and Conflict |
| LEAD575:  Special Topics in Leadership | LEAD575:  Special Topics in Leadership |
| Another course chosen from list of General Electives Track or Applied Administration Track<br>Track: Applied Administration (12 hrs)<br>Students will gain an understanding of organizational administration<br>and how to apply effective leadership practices. | |
| AMS520:  Resource Management or AMS671 Quality Management | AMS520:  Resource Management or AMS671 Quality Management |
| COMM561:  Multinational Business Communication | COMM561:  Multinational Business Communication |
| PS440G:  Elements of Public Administration | **PS520:  Elements of Public Administration** |
| Another course chosen from list of General Electives Track or Strategic Leadership Track<br>General Elective Track | |
| ADED611:  Adult Development and Learning | ADED611:  Adult Development and Learning |
| BA505:  Survey of Accounting Principles | BA505:  Survey of Accounting Principles |
| BA592: Special Topics In Business | BA592: Special Topics In Business |
| CNS585:  Leadership and Administration in Student Affairs | CNS585:  Leadership and Administration in Student Affairs |
| **COMM564: Crisis Communication** | |
| COMM565:  Communication and Conflict | COMM565:  Communication and Conflict |
| **COMM586: Processes of Group Communication** | |
| COMM587:  Mediation and Negotiation in Intercultural Settings | COMM587:  Mediation and Negotiation in Intercultural Settings |
| GEOG525:  Seminar in Political Geography | GEOG525:  Seminar in Political Geography |
| HCA540:  Health Care Organization and Administration | HCA540:  Health Care Organization and Administration |
| PS538:  Ethics and Bureaucracy | PS538:  Ethics and Bureaucracy |
| PS541: Public Personnel Administration | PS541: Public Personnel Administration |
| Other electives may potentially be utilized within the degree program to meet specific student needs with prior approval of advisor | **Other electives may be utilized, on an individual basis, with prior approval of advisor** |

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

Course changes:  Removing COMM 581 from the core and COMM 564 and COMM 586 from the general electives category helps alleviate staffing problems at the graduate level in the Department of Communication.   The change, though, does NOT remove all courses from the discipline:  COMM 531 remains in the core along with COMM 561, COMM 565 and COMM 587 remaining in the general electives category.

Tracks:   The MLD program is primarily designed to offer flexibility around specific interests for each individual student.   Students have the opportunity to complete a generalized combination of electives outside of the track outlines.   Since the inception of specific tracks several years ago (at the time of the last program revision) no student has opted to complete a specific track outline.

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

Effective Implementation:  Fall semester, 2012

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

Center for Leadership Excellence                    November 8, 2011

UC Graduate Curriculum Cmte                    November 14, 2011

Graduate Council                                   __12/8/2011_____

University Senate                                   _____

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

Contact Person:  Holly Payne, holly.payne@wku.edu, 745-5876

1.      **Identification of program:**
        1.1      Current program reference number: 109
        1.2      Current program title: Master of Arts in Communication
        1.3      Credit hours: 34

2.      **Identification of the proposed program changes:**

- Created a new mission statement for the graduate program:
  To provide an engaging academic experience emphasizing organizational communication theory, practice, and problem-based research in a global society.

- Change of program name to Master of Arts in *Organizational* Communication

- Addition of a writing sample from an undergraduate course and a letter of intent for admission requirements.  The letter of intent should include 1) academic and/or professional experiences; 2) goals in pursuing graduate studies in communication; and, 3) areas of interest in the communication discipline.

- Addition of a new 1-hour course: Introduction to Graduate Studies in Communication (COMM 505) to the required core.  The required core will change from 9 to 10 hours.

- Addition of Organizational Communication Theory course (COMM 547) to the existing core replacing the Foundations of Communication course (COMM 503) as a required foundational course.

- Removal of COMM 504: Ethnographic Methods in Communication as a research tool option to COMM 501: Qualitative Research Methods in Communication

- New policy requiring students to complete the core requirements in their first 18 hours of coursework

- Name change for COMM 502 from Survey Research Methods in Communication to Quantitative Research Methods in Communication

- Name change for COMM 561 from Multinational Business Communication to Multinational Organizational Communication

- Change name of COMM 570: Seminar in Communication to Seminar in Human Communication. This will provide a specific special topics course in the Human Communication electives category.

- New requirements stipulating a minimum number of hours in the content area of organizational communication and human communication
    - 12 hours of Organizational Communication electives
    - 6 hours of Human Communication electives

- Addition of new courses to the curriculum representing the areas of health and organizational communication including:

- o COMM 552: Democracy, Power, & Voice in Organizations
- o COMM 523: Health Communication

- ▪ Conversion of the non-thesis capstone experience to written comprehensive exams

- ▪ Reactivate the following course:
  - o COMM 560: Seminar in Organizational Communication

- ▪ Suspend the following courses:
  - ▪ COMM 504: Ethnographic Methods in Communication Research
  - ▪ COMM 525: Interpersonal Support in the Workplace
  - ▪ COMM 542: Practicum in Communication Consulting
  - ▪ COMM 569: Values and Leadership in Organizational Comm
  - ▪ COMM 562: Special Topics in Intercultural Communication

### 3. Detailed program description:

| Current | Proposed |
|---|---|
| Admission Requirements<br>The department recognizes as admissible to our program those applicants eligible for admission to the Graduate College who also have an undergraduate degree that would benefit from study of communication theory and research (business, public relations, sociology, psychology, teaching, etc.). The University requires that the applicant's GRE (verbal plus quantitative) score times the undergraduate GPA must equal a minimum of 2200 points, along with an analytical writing score of 3.5 or better. The GRE is required before admission to graduate school. A student can be accepted conditionally into the graduate program pending the outcome of his/her GRE score; however, the student cannot continue beyond one semester until the score requirements are met. | Admission Requirements<br>Admission to the program requires a GAP score of at least 2200 (GAP = Overall GRE score X Undergraduate GPA) and a minimum score of 3.5 on the analytical writing section of the GRE. Students desiring a graduate assistantship must have a GAP score of 2700 and a minimum analytical writing score of 3.5. Applicants should submit the application, official transcripts, GRE scores, **a writing sample from an undergraduate course, and a letter of intent to the Office of Graduate Studies. The letter of intent should discuss the following: 1) academic and/or professional experiences; 2) goals in pursuing graduate studies in communication; and, 3) areas of interest in the communication discipline.** |
| Degree Requirements—33 hours<br><br>The MA in Communication requires a total of 33 hours above the bachelor's degree. Students are required to take COMM 502 Survey Research Methods in Communication and COMM 503 Foundations of Communication Concepts, and either COMM 501 Qualitative Methods of Communication Research or COMM 504 Ethnographic Methods of Communication Research.<br><br>Students may choose to write a thesis for six hours of credit, or to complete a non-thesis option. They may, with advisor's prior approval, take up to six hours in another discipline or transfer up to six hours from another university. All transfer credits must be approved by the Department Head or Department Graduate Director. As a general policy, the Department of Communication does not accept the transfer of research methods courses to fulfill the research methods requirements. Students must maintain a grade point average of 3.0 or better. The department requires that students complete a capstone experience (including an oral presentation), which demonstrates competencies in various areas of communication. The program is | Degree Requirements—**34 hours**<br><br>All students in the MA program take **two foundational** courses **COMM 505: Introduction to Graduate Studies in Communication and COMM 547: Organizational Communication Theory** and two research methods courses (COMM 501 Qualitative Methods of Communication Research and COMM 502 Quantitative Methods of Communication Research). **Additionally, students complete a minimum of twelve hours of electives in the organizational communication area and a minimum of six hours in the human communication area.**<br><br>Students may choose to write a thesis for six hours of credit. **Students selecting the non-thesis capstone option will complete their remaining six hours of coursework from any category and will also complete written comprehensive exams.** With advisor and Department Head approval, students may transfer six hours from another university or take up to six hours in another discipline. As a general policy, the Department of Communication does not accept the transfer of research methods courses to fulfill the research methods requirements. |

| | |
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| a total of 33 hours. | **In order for students to matriculate though the program successfully, appropriate sequencing of the required courses is required. Students should complete the required core courses within their first 18 hours of coursework. These courses include COMM 501, 502, 505, and 547.**<br><br>Students must maintain a grade point average of 3.0 or better. **A grade of 'B' or higher must be earned in the required core courses. No grade below a 'C' in any elective course will be acceptable toward the degree**. The program is a total of **34** hours.<br><br>*Required Core--10 hours*<br><br>COMM 501: Qualitative Research Methods in Comm<br>COMM 502: Quantitative Research Methods in Comm<br>**COMM 505: Introduction to Grad Studies in Comm**<br>**COMM 547: Organizational Communication Theory** |
| *Required Core--9 hours*<br><br>COMM 501: Qualitative Research Methods in Comm *OR*<br>COMM 504: Ethnographic Methods in Comm Res.<br>COMM 502: Quantitative Research Methods<br>COMM 503: Foundations of Communication<br><br>*Electives – 18 hours*<br>Selected with Advisor approval<br><br>COMM 525 - Interpersonal Support in the Workplace<br>COMM 531 - Global Leadership Communication<br>COMM 542 - Practicum in Communication Consulting<br>COMM 544 - Persuasive Communication<br>COMM 548 – Seminar in Family Communication<br>COMM 551 - Employee Communication<br>COMM 561 - Multinational Business Communication<br>COMM 562 - Special Topics in Intercultural Comm<br>COMM 563 - Issues Management<br>COMM 564 - Crisis Communication<br>COMM 565 - Communication & Conflict<br>COMM 566 - Corporate & Organizational Advocacy<br>COMM 569 - Values & Leadership in Org Comm<br>COMM 571 - Computer Mediated Comm in Orgs<br>COMM 572 - Nonverbal Communication<br>COMM 577 - Terrorism & Communication<br>COMM 578 - Seminar in Interpersonal Communication<br>COMM 581 - Applied Organizational Communication<br>COMM 586 - Processes of Group Communication<br>COMM 587 - Comm in Intercultural Neg. & Mediation<br>COMM 595 - Independent Study in Communication | *Organizational Communication Electives – 12 hours*<br>Selected with Advisor approval<br><br>COMM 528 Communication in the Nonprofit Sector<br>COMM 551 Employee Communication<br>**COMM 552 Democracy, Power, & Voice in Orgs**<br>**COMM 560 Seminar in Organizational Comm**<br>COMM 561 Multinational **Organizational** Comm<br>COMM 563 Issues Management<br>COMM 564 Crisis Communication<br>COMM 566 Corporate & Organizational Advocacy<br>COMM 568 Organizational Identification<br>COMM 571 Computer Mediated Comm in Orgs<br>COMM 581 Applied Organizational Communication<br>COMM 586 Processes of Group Communication<br>COMM 587 Comm in Intercultural Neg. & Mediation<br>COMM 595 Independent Study in Communication<br><br>*Human Communication Electives – 6-12 hours*<br>**Selected with Advisor approval**<br><br>**COMM 523 Health Communication**<br>COMM 503 Foundations of Communication<br>COMM 531 Global Leadership Communication<br>COMM 544 Persuasive Communication<br>COMM 526 Family Communication<br>COMM 565 Communication and Conflict<br>COMM 570 Seminar in Communication<br>COMM 572 Nonverbal Communication<br>COMM 577 Terrorism and Communication<br>COMM 578 Interpersonal Communication Theory<br>COMM 595 Independent Study in Communication |
| *Capstone – 6 hours*<br><br>Thesis Option: COMM 599 Thesis Research & Writing | *Capstone -- 6 hours*<br><br>Thesis Option: Students complete 6 hours of COMM 599 Thesis |

| | Writing & Research concluding with an oral defense |
|---|---|
| Non-thesis Capstone Option: Student takes an additional 6 credit hours of communication electives and then completes a capstone project consisting of paper and presentation. | Non-thesis Capstone Option: Students complete 6 hours of Organizational or Human Communication electives **and complete written Comprehensive Exams.** |

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

This program revision enhances the applied focus of our graduate program by adding courses of disciplinary relevance in the areas of health and organizational communication.  These areas reflect the academic strengths of our current graduate faculty and are in line with benchmark institutions (universities that offer stand-alone M.A. programs).  According to Powers and Love (1999), "the intellectual achievement [of an applied communication program] is for the students to draw out of their understanding of the theoretical implications an enhanced ability to understand and/or predict past, current, and future human interaction relative to realistic applied outcomes associated with contemporary societal problems" (p. 106).  This curriculum revision places a stronger emphasis on the link between theory and practice which will assist our students in reaching their academic and professional goals.

In the Fall 2010 semester, the department conducted a benchmark analysis, student survey, and SWOT analysis to assess current disciplinary practices, student needs, and areas for improvement.  The benchmark analysis of other stand-alone Masters programs with an organizational communication focus included the following data points: mission statements, program descriptions, required courses, electives, capstone options, and admission standards.  The core course requirements for all programs included communication theory and research methods courses with a range from 6 to 21 hours (mean: 12.27 hours; mode: 12 hours).  Of the eighteen identified benchmark programs, five required students to complete a certain number of course electives from different areas in communication.

Data from a graduate student survey revealed students are evenly split in their interest in pursuing further graduate education beyond the masters level and pursuing advanced career opportunities.  Fifty percent of our students are enrolled part-time and almost all students work part-time or full-time.  When asked about their course preferences, students identified the following areas of interest:  external organizational communication courses such as public relations, marketing, and image repair; and courses that reflect specialized contexts such as political, nonprofit, health, leadership, media, and intercultural communication.  Finally, the SWOT analysis revealed curricular revision as an opportunity to involve students in more applied research, sequence courses to maximize skill development (through course rotation, scheduling, and advising), and enhance the quality of students' capstone experience.

Based on the data collected we propose adding Introduction to Graduate Studies in Communication (COMM 505—1 hour) and Organizational Communication Theory (COMM 547—3 hours) to the core to provide students with an introduction to the field and to facilitate students' understanding in more advanced organizational communication courses.  COMM 505 and COMM 547 will become the required foundational courses in place of COMM 503: Foundations of Communication.  The change will further promote our niche as an Organizational Communication program.  The total number of credit hours in our core would change from 9 to 10 hours.  We also propose removing and deactivating COMM 504: Ethnographic Research Methods due to its narrow focus on one qualitative research method.  Since the required core is critical for overall success in the program; we propose that a grade of 'B' or higher be earned in the four required core courses.  We also are formalizing a policy requiring students to complete the core courses (10 hours) within their first 18 hours of coursework.  This will ensure that students are prepared for more advanced course work and alleviate problems with filing the Form D in a timely manner as students must have completed their research tool early in their programs.

In staying true to our applied organizational communication focus, students should complete a minimum of twelve hours in this area beyond the core.  We propose the addition of COMM 552: Democracy, Power, & Voice in

Organizations.  We also plan to reactivate COMM 560: Seminar in Organizational Communication which will serve as a special topics course for organizational communication faculty.  In addition to new course offerings which reflect faculty training and student interests, our program should provide students a well rounded academic program, so like other benchmark institutions we propose students take a minimum of six hours of human communication electives which include courses in interpersonal and intercultural communication.  These courses will assist students in their goals of continued graduate coursework or advanced professional endeavors.   The addition of COMM 523: Health Communication will expand our offerings in these areas.  Due to faculty turnover and retirements, we plan to suspend COMM 542: Practicum in Communication Consulting, COMM 525: Interpersonal Support in the Workplace, COMM 504: Ethnographic Methods in Communication, and COMM 569: Values and Leadership in Organizational Communication.  Since we already have a special topics course in the Human Communication category, we also propose suspending COMM 562: Special topics in Intercultural Communication.

In addition to specific course additions/suspensions, we propose changing our non-thesis capstone experience from a paper and presentation to a written comprehensive exam.  The comprehensive exam will cover the broad areas of communication theory and research methods as well as areas of specialization relevant to students' coursework.  We intend for the exam process to allow students to also apply knowledge to specific situations or case studies.  This new structure will help students to better plan their academic workload as they approach graduation.   We hope a more organized structure for the non-thesis capstone will reduce the number of students who leave without finishing their degree.  All students selecting the non-thesis capstone option will be required to complete exams at a specific time period during their last semester.

Finally, we propose a slight change to our admission procedures.  Admission materials vary by institution with many programs requiring writing samples, letters of recommendation, letters of intent, and personal statements.  Since writing is critical to success in our program, we propose prospective students submit a writing sample from an undergraduate course and a letter of intent.  These documents will allow us to assess general writing ability as well as understanding of the discipline.  We commonly have applicants who are interested in graduate work in mass communication, so knowing this up front will allow us to explain our program to students and assess their interest in our program.  A letter of intent will also allow us to make appropriate G.A. assignments.

- Powers, W., & Love, D. (1999).  Traditional and applied graduate education: Special challenges. *Journal of the Association for Communication Administration, 28*, 104-109.

**5.     Proposed term for implementation and special provisions: Fall 2012**

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

Communication Department:                    October 12, 2011

PCAL Curriculum Committee                    November 3, 2011

Graduate Council                             __12/8/2011_____

University Senate                            _____

**Attachment:  Program Inventory Form**

**Potter College**
**Department of Folk Studies and Anthropology**
**Proposal to Revise A Program**
**(Action Item)**

Contact Person:  Michael Ann Williams, michael.williams@wku.edu, 745-5898

1.      **Identification of program:**
        1.1      Current program reference number: 069
        1.2      Current program title:  Masters of Arts in Folk Studies
        1.3      Credit hours: 36

2.      **Identification of the proposed program changes:**  Elimination of research tool requirement in all three plans.

3.      **Detailed program description:**

        **(side-by-side table is requested for ALL program changes except title changes showing new program on right and identifying changes in bold type.)**

| | |
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| Plan A (Thesis Option) Degree Requirements-- minimum of 36 hours<br>This option provides advanced knowledge of the theoretical and methodological aspects of folklore and folklife. Course work will emphasize the history of the discipline, field research techniques, and surveys of various folklore genres. It is designed to prepare students for both academic and public sector professions and for further academic research. | Plan A (Thesis Option) Degree Requirements--**36 hours**<br>This option provides advanced knowledge of the theoretical and methodological aspects of folklore and folklife. Course work will emphasize the history of the discipline, field research techniques, and surveys of various folklore genres. It is designed to prepare students for both academic and public sector professions and for further academic research. |
| *Required Course--18 hours*<br>The following three courses must be taken in the first year:<br>    FLK 577 Folklore Theory<br>    FLK 578 Folklore Fieldwork<br>    FLK 569 Folklore Genres<br>Three of the following genre courses:<br>    FLK 561 Folk Arts and Technology<br>    FLK 571 Folk Narrative<br>    FLK 575 Folk Belief<br>    FLK 576 American Traditional Music | *Required Course--18 hours*<br>The following three courses must be taken in the first year:<br>    FLK 577 Folklore Theory<br>    FLK 578 Folklore Fieldwork<br>    FLK 569 Folklore Genres<br>Three of the following genre courses:<br>    FLK 561 Folk Arts and Technology<br>    FLK 571 Folk Narrative<br>    FLK 575 Folk Belief<br>    FLK 576 American Traditional Music |
| *Electives--12-15 hours*<br>Selected with approval of advisor; hours depend on whether FLK 578 Folklore Fieldwork is used as the research tool. | *Electives—***12 hours*<br>**Selected with approval of advisor.** |
| *Research Tool*<br>The research tool requirement may be met by demonstrating proficiency in a foreign language or by completing FLK 578 Folklore Fieldwork and | *Thesis-- 6 hours*<br>FLK 599 Thesis Research and Writing<br><br>*Exam* |

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| taking an additional folklore course.<br><br>*Thesis-- 6 hours*<br>FLK 599 Thesis Research and Writing<br><br>*Exam*<br>The student must also pass a comprehensive written examination based on course work and a program reading list. | The student must also pass a comprehensive written examination based on course work and a program reading list. |
| Plan B (Public Folklore Option) Degree Requirements--minimum of 36 hours<br>This option requires additional course work rather than thesis writing. It also permits individually planned programs (with advisor) stressing those combinations of course related research, "hands on" skills, and writing<br>experiences that will best prepare individuals for their personal and professional goals.<br><br>*Required Courses--27 hours*<br>The following three courses must be taken in the first year:<br>    FLK 577 Folklore Theory<br>    FLK 578 Folklore Fieldwork<br>    FLK 569 Folklore Genres<br>Three of the following genre courses:<br>    FLK 561 Folk Arts and Technology<br>    FLK 571 Folk Narrative<br>    FLK 575 Folk Belief<br>    FLK 576 American Traditional Music<br>These courses are required:<br>    FLK 562 Folklore and Education<br>    FLK 572 Public Folklore<br>    FLK 589 Internship in Folk Studies<br><br>*Electives--9-12 hours*<br>    FLK 462G Folklore and Medicine<br>    FLK 470G Museum Procedures and<br>    Preservation Techniques<br>    FLK 560 Cultural Conservation<br>    Other electives chosen with the advisor's<br>    approval; hours depend on whether FLK<br>    578 Folklore Fieldwork<br>    is used as the research tool.<br><br>*Research Tool*<br>The research tool requirement may be met by demonstrating proficiency in a foreign language or by completing FLK 578 Folklore Fieldwork and taking an additional folklore course.<br><br>*Exam and Portfolio*<br>The student must also pass a comprehensive written examination based on course work and a program reading list, and submit a portfolio of professional- | Plan B (Public Folklore Option) Degree Requirements--**36 hours**<br>This option requires additional course work rather than thesis writing. It also permits individually planned programs (with advisor) stressing those combinations of course related research, "hands on" skills, and writing<br>experiences that will best prepare individuals for their personal and professional goals.<br><br>*Required Courses--27 hours*<br>The following three courses must be taken in the first year:<br>    FLK 577 Folklore Theory<br>    FLK 578 Folklore Fieldwork<br>    FLK 569 Folklore Genres<br>Three of the following genre courses:<br>    FLK 561 Folk Arts and Technology<br>    FLK 571 Folk Narrative<br>    FLK 575 Folk Belief<br>    FLK 576 American Traditional Music<br>These courses are required:<br>    FLK 562 Folklore and Education<br>    FLK 572 Public Folklore<br>    FLK 589 Internship in Folk Studies<br><br>*Electives—9 hours*<br>    FLK 462G Folklore and Medicine<br>    FLK 470G Museum Procedures and<br>    Preservation Techniques<br>    FLK 560 Cultural Conservation<br>    Other electives chosen with the advisor's<br>    approval.<br><br><br>*Exam and Portfolio*<br>The student must also pass a comprehensive written examination based on course work and a program reading list, and submit a portfolio of professional-level work for the degree. |

| | |
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| level work for the degree. | |
| Plan C (Historic Preservation Option) Degree Requirements--minimum of 36 hours<br>While firmly grounded in the folk studies curriculum, the historic preservation option introduces students to the multiple facets of historic preservation and cultural conservation theory and practice. Internships with a variety of local, regional, and national institutions will also provide opportunity for practical work<br>experience in historic preservation.<br><br>*Required Courses--27 hours*<br>The following three courses must be taken in the first year:<br>      FLK 577 Folklore Theory<br>      FLK 578 Folklore Fieldwork<br>      FLK 569 Folklore Genres<br>Three of the following genre courses:<br>      FLK 561 Folk Arts and Technology<br>      FLK 571 Folk Narrative<br>      FLK 575 Folk Belief<br>      FLK 576 American Traditional Music<br>These courses are required:<br>      FLK 470G Museum Procedures and<br>      Preservation Techniques<br>      FLK 464G Vernacular Architecture<br>      FLK 560 Cultural Conservation<br><br>*Electives--9-12 hours*<br>Electives chosen with the advisor's approval; hours depend on whether FLK 578 Folklore Fieldwork is used as the research tool.<br><br>*Research Tool*<br>The research tool requirement may be met by demonstrating proficiency in a foreign language or by completing FLK 578 Folklore Fieldwork and taking an additional folklore course.<br><br>*Exam and Portfolio*<br>The student must also pass a comprehensive written examination based on course work and a program reading list, and submit a portfolio of professional-level work for the degree. | Plan C (Historic Preservation Option) Degree Requirements--**36 hours**<br>While firmly grounded in the folk studies curriculum, the historic preservation option introduces students to the multiple facets of historic preservation and cultural conservation theory and practice. Internships with a variety of local, regional, and national institutions will also provide opportunity for practical work<br>experience in historic preservation.<br><br>*Required Courses--27 hours*<br>The following three courses must be taken in the first year:<br>      FLK 577 Folklore Theory<br>      FLK 578 Folklore Fieldwork<br>      FLK 569 Folklore Genres<br>Three of the following genre courses:<br>      FLK 561 Folk Arts and Technology<br>      FLK 571 Folk Narrative<br>      FLK 575 Folk Belief<br>      FLK 576 American Traditional Music<br>These courses are required:<br>      FLK 470G Museum Procedures and<br>      Preservation Techniques<br>      FLK 464G Vernacular Architecture<br>      FLK 560 Cultural Conservation<br><br>*Electives—**9 hours***<br>Electives chosen with the advisor's approval.<br><br>*Exam and Portfolio*<br>The student must also pass a comprehensive written examination based on course work and a program reading list, and submit a portfolio of professional-level work for the degree. |

4.     **Rationale for the proposed program change:** The majority of graduate students in Folk Studies fulfill the research tool requirement by completing FLK 578, which is a required core course. The research tool requirement causes considerable confusion about how many hours are required in the program, as those who use FLK 578 as a research tool must complete a total of 39 hours rather than 36. Since graduate reading level classes in foreign language are not offered at the university, only those graduate students who enter the university with a substantial amount of language training are able to demonstrate proficiency prior to admission to candidacy.

**5.**    **Proposed term for implementation and special provisions (if applicable):** Fall 2012

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

Folk Studies and Anthropology Department:    __9/12/2011_____

Potter College Curriculum Committee    ___10/03/2011_____

Graduate Council    __12/8/2011_____

University Senate    _____

**Attachment:  Program Inventory Form**

**College of Education and Behavioral Sciences**
**Department of Educational Administration, Leadership & Research**
**Proposal to Suspend a Program**
**(Consent Item)**

Contact Person:  Dr. William Schlinker, bud.schlinker@wku.edu, 745-6039

**1.      Identification of program:**
   1.1      Program reference number:  151
   1.2      Program title: MAE Instructional Leadership-School Principal All Grades
   1.3      Credit hours: 36

**2.      Rationale for the program suspension:**
Principal Preparation Programs in Kentucky will be post-masters programs after December 31, 2011 (16 KAR 3:050).  Suspending the program instead of deleting it will allow the department to revise the program at a later time if warranted.

**3.      Effect on current students or other departments, if known:**
Students enrolled in the program will have until December 31, 2013, to complete all requirements to be eligible for a recommendation for certification.  Suspending the program will have no effect on other departments.

**4.      Proposed term for implementation:**
Spring 2012

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

Educational Administration, Leadership,
and Research Department:                                        10/21/2011

College of Education and Behavioral Sciences
Curriculum Committee                                            11/01/2011

Professional Education Council                                  11/09/2011

Graduate Council                                           12/8/2011

University Senate                                          _____

**College of Education and Behavioral Sciences**
**Department of Counseling and Student Affairs**
**Proposal to Suspend a Program**
**(Consent Item)**

Contact Person:   Bill Kline
Bill.kline@wku.edu
5-6318

1.  **Identification of program:**
    1.1    Program reference number:  218
    1.2    Program title: Addictions Counseling and Education
    1.3    Credit hours:  15

2.  **Rationale for the program suspension:**
    Insufficient qualified faculty to administer program and offer required courses.

3.  **Effect on current students or other departments, if known:**
    Suspension of program will eliminate potential elective courses for MSW, Clinical Mental Health Counseling, and Psychology master's students in immediate future.

4.  **Proposed term for implementation:**
    Spring 2012

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

    Counseling and Student Affairs:                _____9/29/2011_____

    CEBS Curriculum Committee:                _____11/1/2011_____

    Graduate Council:                __12/8/2011_____

    University Senate:                _____