

GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: April 2014

FROM: The Graduate School

The Graduate Council submits the following items from the **March 13, 2014** meeting for consideration.

Consent Items:

- I. Delete a Course
CD 496G International Speech-Language Pathology
- II. Delete a Program
165 Certificate History

Action Items:

- I. Revise Prerequisites/Corequisites
TCHL 560 Research for Teacher Leaders
REC 435G Outdoor Expedition Planning
- II. Revise a Course Catalog Listing
GEOG 419G GIS Programming
- III. Make Multiple Revisions to a Course
MATH 598 Communicating Mathematics and Technical Writing
HIST 541 The American Revolution and Early Republic
- IV. Create a New Course
TCHL 545 Classroom Instruction Strategies
TCHL 555 School and Classroom Assessment
TCHL 559 Action Research Design for Teacher Leaders
SEC 545 Seminar in English Language Arts Methods
CNS 593 Career Development in Student Affairs and Higher Education
CNS 594 Research Methods in Student Affairs
CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
CNS 604 Resource Management in Student Affairs and Higher Education
CNS 605 Social and Cultural Diversity in Higher Education
KIN 518 Advanced Statistics in Kinesiology
RSA 554 Student-Athlete Development
RSA 556 Governance in Intercollegiate Athletics
RSA 558 Compliance in Intercollegiate Athletics
NURS 591 Special Topics in Nursing
SLP 596 International Speech-Language Pathology
SLP 599 Thesis Research and Writing
SWRK 678 Environmental Justice: Theory, Policy, and Practice
NURS 800 Maintaining Matriculation
HIST 609 Seminar in Early Modern Europe
RELS 600 Maintaining Matriculation
LEAD 440G Leading Teams
LEAD 450G Leadership in Global Context
SUST512 Foundations of Sustainability
SUST 514 Environmental Justice and Public Spaces
SUST 517 Sustainable Places
SUST 518 Organizational Change for Sustainability

- V. Revise a Program
 - 0440 Certificate Career Counseling
 - 145 MAE Student Affairs in Higher Education
 - 095 MS Recreation and Sport Administration
 - 149 MS Nursing
 - 0454 MS Kinesiology
 - 085 MS Mathematics

- VI. Create a New Program
 - Certification Only-Library Media Education
 - Certificate Global Pathways to Sustainability

Proposal Date: January 10, 2014

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

Contact Person: Lauren Bland, 745-8860, lauren.bland@wku.edu

1. Identification of course:

- 1.1 Current course prefix and number: CD 496G
- 1.2 Course title: International Speech-Language Pathology

2. Rationale for the course deletion: This elective course is being replaced with SLP 596 (International Speech-Language Pathology)

3. Effect of course deletion on programs or other departments, if known: none, students in others departments or programs have not typically enrolled in the course

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Communication Sciences and Disorders Department 1/10/14

CHHS Graduate Curriculum Committee: 1/27/2014

Professional Education Council 2/12/14

Graduate Council 3/20/14

University Senate _____

**Potter College of Arts & Letters
Department of History
Proposal to Delete a Program
(Consent Item)**

Contact Person: Beth Plummer, beth.plummer@wku.edu, 5-5739

1. Identification of program:

- 1.1 Program reference number: #165
- 1.2 Program title: Certificate: History
- 1.3 Credit hours: 12

2. Rationale for the program deletion: This program has not had much success in attracting students since its implementation. We currently have no students registered for this program and no students have expressed any interest in the program in the last two years. In addition, students leaving the M.A. program without a degree have not been interested in the degree when asked if they would like to have the certificate. The CPE requires 18 credit hours for a certificate program as of 2011, which means we would need to revise to add an additional six credits to the program. For those students with a M.A., the requirement would need to be changed to 24 credit hours. Increasing the required credits would make this certificate even more unattractive to perspective students. Therefore, the Department of History has decided to delete this program.

3. Effect on current students or other departments, if known: None. No other program uses this certificate. There are no students currently pursuing a certificate. The only time anyone was awarded a degree in this program in the last five years was one student in Spring 2010, and that student had a graduate degree and would now have needed 24 credits to graduate under the new rules.

4. Proposed term for implementation: Summer 2014

5. Dates of prior committee approvals:

| | |
|-----------------------------------|--------------------------------|
| Department of History | <u>January 27, 2014</u> |
| PCAL College Curriculum Committee | <u>February 6, 2014</u> |
| Graduate Council Committee | <u>3/20/14</u> |
| University Senate | <u></u> |

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Prerequisites/Corequisites
(Action Item)**

Contact Person: Jennifer Cribbs, jennifer.cribbs@wku.edu, 745-4368

1. Identification of course:

- 1.1 Course prefix (subject area) and number: TCHL 560
- 1.2 Course title: Action Research for Teacher Leaders

2. Current prerequisites/corequisites/special requirements: Completion of 18-24 program hours, including all courses in the professional education component of the program; and TCHL 520 or instructor permission

3. Proposed prerequisites: TCHL 559 completed within a year before beginning TCHL 560; Completion of 21 hours and all courses in the professional education component of the program, or instructor approval.

4. Rationale for the revision of prerequisites: This change reflects the addition of TCHL 559 as a prerequisite to TCHL 560 so that students will be better prepared to complete the action research project. TCHL 559 needs to be completed within one year of beginning TCHL 560 because IRB approval (a requirement for TCHL 559) is typically for one year. The number of required hours of completion before TCHL 560 was changed because the TCHL 559 course requires completion of 18 credit hours.

5. Effect on completion of major/minor sequence: This will not affect the completion of the Teacher Leader master's degree since the required number of hours for the degree will not change.

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

| | |
|---|----------------|
| Department/ Unit School of Teacher Education | 12/11/2013 |
| College of Education and Behavioral Sciences Curriculum Committee | 2/4/2014 |
| Professional Education Council | 2/12/14 |
| Graduate Council | <u>3/20/14</u> |
| University Senate | |

Proposal Date: January 14, 2014

**College of Health and Human Service
Department of Kinesiology, Recreation and Sport
Proposal to Revise Course Prerequisites
(Action Item)**

Contact Person: Tammie Stenger-Ramsey, Tammie.stenger@wku.edu, 5-6063

1. Identification of course:

- 1.1 Course prefix and number: REC 435G
- 1.2 Course title: Outdoor Expedition Planning

2. Current prerequisites: REC 335 and 337 or instructor permission

3. Proposed prerequisites: None

4. Rationale for the revision of prerequisites:

Currently the course is only available to a maximum of 12 students per calendar year who are chosen to be part of the Outdoor Leadership Program Semester Cohort. The program faculty would like to open this course to other interested students who may not be interested in participating in the semester cohort. The prerequisites currently listed preclude anyone who attended another university from taking the course.

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

6. Proposed term for implementation: Winter 2015

7. Dates of prior committee approvals:

KRS Department

January 22, 2014

CHHS Graduate Curriculum Committee

February 24, 2014

Graduate Curriculum Committee

3/20/14

University Senate

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Revise Course Catalog Listing
(Action Item)**

Contact Person: Jun Yan, jun.yan@wku.edu, 5-8952

1. Identification of course:

1.1 Course prefix (subject area) and number: GEOG 419G

1.2 Course title: GIS Programming

2. Current course catalog listing: Planning and implementing GIS within an organization. Designing and developing GIS applications to support spatial decision making. Course fee.

3. Proposed course catalog listing: Learning the process of expanding GIS functionalities and customizing a GIS system via computer programming.

4. Rationale for revision of the course catalog listing: The current GIS industry focuses more on developing customized GIS functions via computer programming. We have modified the course content to meet new requirements of the GIS job market. The course covers a number of techniques and methods that GIS analysts use to develop customized GIS functionalities for solving real-world problems.

5. Proposed term for implementation: Spring 2015

6. Dates of prior committee approvals:

Department Geography and Geology

2/14/2014

OCSE Graduate Curriculum Committee

2/28/2014

Graduate Council

3/20/14

University Senate

Proposal Date: 02/05/2014

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

Contact Person: Ferhan Atici; e-mail: ferhan.atici@wku.edu; Phone: 745-6229

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 598
- 1.2 Course title: Graduate Seminar: Communicating Mathematics and Technical Writing
- 1.3 Credit hours: 1.5

2. Proposed course credit hours: 3 credit hours

3. Rationale for the revision of course credit hours:

Revising the credit hours from 1.5 to 3 credit hours for the course Graduate Seminar will help us better prepare our students to write a thesis.

4. Proposed term for implementation: Spring 2015

5. Dates of prior committee approvals:

| | |
|------------------------------------|-------------------|
| Department/Unit Mathematics | <u>02/21/2014</u> |
| Ogden College Curriculum Committee | <u>02/28/2014</u> |
| Graduate Council (if applicable) | <u>3/20/14</u> |
| University Senate | <u></u> |

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

Contact Person: Andrew McMichael, andrew.mcmichael@wku.edu, 5-6538

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: HIST 541
- 1.2 Course title: The American Revolution and Early Republic, 1776 - 1815

2. Revise course title:

- 2.1 Current course title: The American Revolution and Early Republic, 1776 - 1815
- 2.2 Proposed course title: The American Revolution and Early Republic, 1763 - 1815
- 2.3 Proposed abbreviated title: American Rev/Early Repub
- 2.4 Rationale for revision of course title: The revised date brings it in line with how the course is taught, and matches it to the course that immediately precedes it [Colonial North America to 1763]. The period of the 1760s was the time when some colonial Americans began to fight against British attempts to tighten control of its empire. These conflicts led to the eventual Declaration of Independence and Revolutionary War. A study of the origins is necessary for understanding the conflict itself. The course has always been taught this way.

3. Revise course number:

- 3.1 Current course number: n/a
- 3.2 Proposed course number: n/a
- 3.3 Rationale for revision of course number: n/a

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites/corequisites/special requirements: n/a
- 4.2 Proposed prerequisites/corequisites/special requirements: n/a
- 4.3 Rationale for revision of course prerequisite/corequisite/special requirement: n/a
- 4.4 Effect on completion of major/minor sequence: n/a

5. Revise course catalog listing:

- 5.1 Current course catalog listing: A study of the Confederation, the American Revolution, the making of the Constitution, and the development of the nation through the War of 1812.
- 5.2 Proposed course catalog listing: A study of the origins, progress, and immediate aftereffects of the American Revolution from the Crisis of the 1760s through the War of 1812, including local, regional, and global contexts.
- 5.3 Rationale for revision of course catalog listing: The first clause is a bit clearer while at the same time being more generic. The second clause acknowledges that the course examines the ways that outside events influenced, and were in turn influenced by, the events of the American Revolution.

6. Revise course credit hours:

- 6.1 Current course credit hours: n/a

- 6.2 Proposed course credit hours: n/a
- 6.3 Rationale for revision of course credit hours: n/a

7. Revise grade type:

- 7.1 Current grade type: n/a
- 7.2 Proposed grade type: n/a
- 7.3 Rationale for revision of grade type: n/a

8. Proposed term for implementation: Winter 2015

9. Dates of prior committee approvals:

History Department

Potter College Curriculum Committee

Graduate Council

University Senate

January 27, 2014

February 6, 2014

3/20/14

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

Contact Person: Dr. Pamela Jukes, pam.jukes@wku.edu, 5-4485

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 545
- 1.2 Course title: Classroom Instructional Strategies (3 hours)
- 1.3 Abbreviated course title: CLASS INSTRUCTIONAL STRAT
- 1.4 Credit hours: 3 hours Variable credit : No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: TCHL 500
- 1.7 Course description: Examination of advanced classroom instructional strategies for designing and implementing classroom instruction in diverse P-12 classroom settings resulting in increased student achievement

2. Rationale:

- 2.1 Reason for developing the proposed course:
Previously students have taken TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) which was the classroom instruction course sequence. The nature of this course design has proven to be problematic as students seem to have difficulty with making connections and recalling concepts from previous courses. The “starting and stopping” of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed change would collapse the content from the three current one hour courses to the proposed three hour course TCHL 545 Classroom Instructional Strategies, as the nature of the one hour course delivery does not allow for the depth of the teaching and learning process needed for graduate students.

Teachers must possess a solid knowledge base regarding instructional strategies along with the related theoretical perspectives and results from research to effectively utilize strategies that meet the needs of a diverse student population. Practitioners must master this knowledge base and skill set to improve P-12 student learning.

- 2.2 Projected enrollment in the proposed course:
Based on previous enrollment of TCHL 540, 544, and 548 it is anticipated that 40 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course will address issues related to advanced classroom instructional strategies and researched-based best practices for designing and implementing classroom instruction in diverse P-12 classroom settings that will result in increased student achievement. Other courses in the School of Teacher Education with similar content are:--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; LTCY 524 Content Area Literacy; SEC 545 Investigations in Classroom Teaching; IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education; SPED 531 Advanced Prescriptive Teaching; --address instructional strategies related to specific content area or group of P-12 learners. This course addresses broader and more advanced concepts and requires students to demonstrate leadership by applying the course content in the P-12 classroom. Students are required to design instruction for P-12 learners to better align with standards, increase critical thinking, enhance literacy connections, and integrate real-world applications of knowledge.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Some of the content of the proposed course is addressed in Advanced Educational Psychology (PSY 510), but the proposed course will be more applied and practical, focused on specific techniques for use in P-12 classrooms.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Western Kentucky University is one of eleven teacher preparation institutions in ten states participating in The Renaissance Partnership Project, which is focused on improving the quality of their graduates. One Renaissance Partnership institution, California State University at Fresno (CSUF), offers Advanced Instructional Theories and Strategies (CI 275) that looks at theory as well as application of research-based strategies in the classroom. This is similar to the focus of the proposed course, but it does not include the implementation of lessons using best practice. CSUF also offers Advanced Curriculum Theory and Analysis (CI 250) which includes the study of contemporary problems and curriculum approaches to meet societal needs which aligns with the classroom management and stakeholder content of the proposed course. The University of Florida Teacher Leadership for School Improvement Graduate Program offers a similar course with EDG 6931: Data Driven Instruction Practicum. The proposed course differs from the UF course in that it offers an emphasis on diverse populations, best practices, the use of data analysis, and technology as a part of the course content. Along with classroom instructional strategies, the proposed course will offer content in classroom management and stakeholder partnerships and the following Renaissance Partnership Project Universities offer courses with classroom management content at the graduate level: The University of Northern Iowa offers 210:230 Advanced Techniques in Instructional Management; Middle Tennessee University offers LED 6090 Creating Learning and Environments for Young Children and YOED 6680 Issues and Trends in Teaching and Learning.
The proposed course will add a seamless teaching and learning dimension to the curriculum that is unavailable to our students through the one hour course delivery currently offered. The specific content of the proposed course is consistent with the Teacher Leader Framework.

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

At the conclusion of the course, the students will be able to:

- Evaluate the role of classroom management principles as a foundation for improving P-12 student achievement.
- Examine effective classroom management principles to prescribe appropriate interventions for student behavior problems.
- Explore, analyze, apply and evaluate research-based best instructional strategies for diverse P-12 classroom.
- Evaluate the influence of individual differences on the teaching and learning process in the P-12 classroom.
- Explore ways in which best practices – including use of technology - can enhance the learning of diverse student populations in P-12 classrooms.
- Examine the role of school and stakeholder partnerships (both at school and district levels) in P-12 student achievement.
- Determine strategies to foster school and stakeholder partnerships to enhance P-12 student learning.

3.3 Content outline:

- Framework for effective instruction.
- Classroom management approaches and impact on P-12 learning.
- Research-based instructional strategies.
- Critiquing research-based instructional strategies.
- Designing, revising and implementing research-based strategies that meet the needs of all learners.
- Purpose of school and stakeholder partnerships.
- Effective school and stakeholder partnerships.

3.4 Student expectations and requirements:

Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings.

Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participation in a Professional Learning Community
- Complete assignments related to selected text materials and journal articles
- Best Practice application through online discussion board
- Develop a classroom management plan for a diverse P-12 classroom setting.
- Develop a lesson plan sequence that demonstrates working knowledge of best practices and follows the Kentucky Teacher Internship Program format.
- Implement at least one of the lessons from the sequence in a diverse classroom setting and reflect upon effectiveness.
- Complete effective school and stakeholder partnerships research project.
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

3.5 Tentative texts and course materials:

- Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of teaching* (8th ed). Boston: Pearson/Allyn and Bacon.
- Levin, J. & Nolan, J. F. (2014). *Principles of classroom management: A professional decision-making model* (7th ed.). Pearson.

4. Resources:

- 4.1 Library resources: The library has resources that are adequate to support this course.
- 4.2 Computer resources: Present resources are adequate

5. Budget implications:

- 5.1 Proposed method of staffing: This course is replacing TCHL 540/544/548, therefore, faculty who were loaded for TCHL 540/544/548 would be available to teach this course. Additional staffing is not needed.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

| | |
|--|-----------------|
| School of Teacher Education | <u>12/11/13</u> |
| College Curriculum Committee | <u>02/04/14</u> |
| Professional Education Council (if applicable) | <u>02/12/14</u> |
| Graduate Council | <u>3/20/14</u> |
| University Senate | |

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

Contact Person: Dr. Rebecca Stobaugh, rebecca.stobaugh@wku.edu, 745-4497

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 555
- 1.2 Course title: School and Classroom Assessment
- 1.3 Abbreviated course title: SCH and CLASS ASSESSMENT
- 1.4 Credit hours: 3 hours Variable credit : No
- 1.5 Grade type: Standard letter grade (i.e. A, B, C, D, F, FN, X, NG)
- 1.6 Prerequisites/corequisites: TCHL 500
- 1.7 Course description: Development of advanced skills for designing classroom assessments and analyzing school/classroom assessment data.

2. Rationale:

2.1 Reason for developing the proposed course:

Previously students have taken TCHL 550 (1 hour), TCHL 554 (1 hour), and TCHL 558 (2 hours) which was the assessment course sequence. By collapsing TCHL 550, 554, and 558 into one course (TCHL 555), it ensures that students will in one semester complete the assessment course with the same professor. Previously students might take one of the courses and wait another semester to finish the assessment course sequence with potentially a different professor due to the one hour courses. The nature of this course design has proven to be problematic, as there seems to be more difficulty with students making connections and recalling concepts from previous courses. The “starting and stopping” of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses and two hour course to a three hour course.

Effective classroom assessment is essential to helping teacher leaders improve student learning. This course will provide information on improving data-based decision making through the analysis of student assessments. Teachers need these skills because they often have difficulty aligning classroom assessments to the cognitively complex content articulated in state standards. According to the WKU 2012-2013 Unit-Wide Assessment Report for Initial Preparation Programs, 87% of pre-service teachers “passed” the assessment standard based on student teaching evaluations, the second lowest score among the ten standards. Also reported in this document, the assessment standard had one of the lowest means on the First Year Teaching Survey. It was the lowest score as reported by first year teachers (mean=2.92, maximum 4) and also reported by their principal (mean= 2.90, maximum 4). These results suggest that more time in the MAE program needs to be devoted to helping teachers develop skills necessary to construct high quality assessments.

In this course, students will analyze and create classroom assessments, a central facet of instructional improvement, i.e., maximizing the quality of interactions between the teacher and the student as they engage the curriculum. Furthermore, classroom assessment is a central theme in the standards of Framework for Teaching, NCATE, EPSB, and the Standards and Indicators for School Improvement (SISI). These demanding standards simply cannot be achieved without high quality formative assessment of the instruction that is being utilized in the classroom. That is the essence of improving classroom instruction. Because practitioners cannot function effectively in their own classrooms without this knowledge base and skill set, the content

2.2 Projected enrollment in the proposed course: Based on previous enrollment of TCHL 550/554/558, it is anticipated that 40 students will enroll per semester. All students pursuing advanced teacher preparation will be required to take this course or an approved equivalent.

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

This course will address issues related to reliable and valid classroom assessments, focus on interpretation of state and national assessment measures, and cover designing and creating classroom assessments. Other classes in teacher education--ELED 505 Advanced Materials and Methods in Modern Mathematics for Elementary Teachers; ELED 506 Seminar in Elementary School Science; ELED 507 Advanced Materials and Methods in Social Studies; MGE 571 Middle School Curriculum; SEC 580 Curriculum; IECE 521 Assessment in Early Childhood Special Education; SPED 530 Advanced Assessment Techniques; and, EDU 544 Classroom Teaching Strategies--address assessment of specific content, do not focus on validity or ethical practices per se, and cover teachers' locally constructed disciplinary work rather than addressing assessment principles that underlie testing for the entire range of P-12. EDU 570 Educational Assessment for P-12 learners focuses on assessment for students seeking initial teacher certification with no prior background knowledge of high stakes assessment or classroom assessment. In contrast, this course addresses more advanced concepts and requires students to demonstrate leadership by assisting a young teacher to revise their assessments to better align with standards, increase critical thinking, enhance literacy connections, and integrate real-world applications of knowledge.

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

This is the only course focused specifically on classroom assessment. EDFN 500 Research Methods is a general course on research methods and introductory statistics but does not address classroom assessment, although the larger issue of program evaluation is introduced there. Other courses focus on a specific type of assessment rather than assessment generally and classroom assessment in particular, e.g., PSY 643 Psychoeducational Assessment; CNS 552 Testing and Assessment in Counseling; PE 515 Assessment in Physical Education; SWRK 573 Assessment and Case Management of Child Sex Abuse; PSY 561 Advanced Assessment in Educational Settings; and PSY 560 Assessment of Cognitive and Intellectual Functioning.

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

Classroom assessment is widely covered in teacher education curricula across the country, although the approach varies. For example, the University of Delaware has two related courses on educational assessment--EDUC 660 Educational Statistics and Measurement and EDUC 605 Measurement Applications in Education. Northern Kentucky University opts for subject specific assessment courses that are part of specialized requirements for different tracks within the Master of Arts in Education, e.g., EDG 658 Assessment Techniques for P-12 Mathematics or EDU 566 Ongoing Assessment in Early Childhood Education.

The University of Louisville takes a different approach for its Master of Arts in Teaching and Master of Education programs. For the MAT degrees, classroom assessment is embedded within methods courses; the MAT in Early Elementary Education, for example, requires EDTP 603 Language Arts Methods, EDTP 604 Math Methods, EDTP 605 Science Methods, and EDTP 606 Social Studies Methods. In contrast, the Master of Education in Early Elementary Education requires a general course in research, ELFH 600 Introduction to Research Methods and Statistics in which validity and reliability are covered, in addition to a separate course that addresses social and ethical issues, EDAP 625 Social and Ethical Development of Teaching. A separate course, ECPY 540 Evaluation & Measurement is available from the Educational Counseling and Psychology Department but is not required for teachers.

Whichever route is taken, classroom assessment is generally considered a vital part of master's level teacher preparation. The specific content of the proposed new course is consistent with the EPSB Guidelines for the redesign of Teacher Leader programs. The proposed course is also consistent with Standard 2 of Kentucky's Standards and Indicators for School Improvement.

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

At the conclusion of the course, the students will be able to:

- Explain the principles that guide educators in the process of selecting, developing, and using educationally meaningful assessments.

- Create assessments that align with the cognitive complexity and content articulated in state standards.
- Analyze the variety of assessments within a practitioner's classroom.
- Craft a formative and summative assessment plan for a unit of instruction.
- Articulate a philosophy for evaluating student progress.
- Explain the construction of standardized assessment instruments.
- Distinguish between and interpret norm-referenced and criterion referenced assessments.
- Analyze and use school and classroom data from standardized tests to inform school improvement efforts.
- Compute simple descriptive statistics for assessment data.
- Demonstrate understanding of inferential statistics
- Explain the forms of validity evidence and the types of reliability evidence.
- Understand legal/ethical issues involved in the assessment of students.
- Calculating descriptive statistics.
- Understand inferential statistics.
- Describe types of validity evidence.
- Explain measures of reliability.

3.3 Content outline:

- Designing Effective Classroom Assessments
 - Relation of classroom assessment to instruction
 - Relation of classroom assessment to the curriculum
 - Purpose and forms of classroom assessment
 - Process of planning a classroom assessment
 - Advantages and limitations of different types of questions and tests
 - Strategies for constructing effective test items
 - Scoring and post-evaluation of classroom assessments
- Formative and Summative Classroom Assessments
 - Distinction between formative and summative assessment
 - Incorporating formative assessment into ongoing instructional improvement
 - Utilizing formative assessment to provide feedback and instructional supplements to students, both remedial "correctives" and accelerated "enrichments"
 - Utilizing summative assessments to monitor overall quality of outcomes
- Evaluating and Grading Student Progress
- Standardized Assessments
 - Criterion- and norm-referenced tests
 - Local, state, and national assessments
 - Principles of analysis
 - Interpretation of standardized tests
- Ethical and Legal Aspects of Student Assessment
- Evidence-based School Improvement
- Disaggregation of data
 - Connecting data to school improvement
 - Utilizing school and classroom data in goal setting
 - Utilizing teacher tests and standardized assessments
- Improving Assessment Results
 - Strategies for test taking
 - Using standardized test results to inform teacher-made tests
 - Using results to articulate alignment of curriculum, instruction, and assessment

- 3.4 Student expectations and requirements:
Participants are expected to have access to a field setting during the course. A number of the assignments will be based on actual school/classroom settings. Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Participation in a Professional Learning Community
- Discussion of selected journal articles on assessment
- Data analysis project
- Development of a written unit-test blueprint
- Development of an assessment plan
- Development of test items
- Development of scoring rubrics, rating scales, or other authentic assessment tools
- Course content quizzes
- Final exam
- Regular class attendance
- Participation in class discussion and class activities

- 3.5 Tentative texts and course materials:

- Nitko, A. J., & Brookhart, S. M. (2014). *Educational assessment of students* (7th ed). Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

4. Resources:

- 4.1 Library resources: The library has resources that are adequate to support this course.
4.2 Computer resources: Present resources are adequate

5. Budget implications:

- 5.1 Proposed method of staffing: This course is replacing TCHL 550/554/558, therefore, faculty who were loaded for TCHL 550/554/558 would be available to teach this course. Additional staffing is not needed.
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

| | |
|--|-------------------|
| School of Teacher Education | December 11, 2013 |
| College Curriculum Committee | February 4, 2014 |
| Professional Education Council (if applicable) | February 12, 2014 |
| Graduate Council | <u>3/20/14</u> |
| University Senate | |

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

Contact Person: Jennifer Cribbs, jennifer.cribbs@wku.edu, 745-4368

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: TCHL 559
- 1.2 Course title: Action Research Design for Teacher Leaders
- 1.3 Abbreviated course title: Action Research Design
- 1.4 Credit hours and contact hours: 1 Variable credit ~~(NO)~~
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites: TCHL 500; completion of 18 hours or instructor permission
- 1.7 Course description: Fundamental principles of designing an action research project as it is applied to educational settings. Students will be required to design an action research prospectus.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The purpose of this course is to support the TCHL 560 course where students conduct an action research project. Over the past 5 semesters since we first offered TCHL 560, graduate students have struggled to design a project, obtain Institutional Research Board (IRB) approval, implement the project, and complete the action research report in one semester. In the proposed one credit hour course, students will learn about research methods, design an action research prospectus, and seek IRB approval. This will prepare students to enter TCHL 560 ready to begin implementation of their action research project.
- 2.2 Projected enrollment in the proposed course:
All students pursuing advanced teacher certification will be required to take this course. Based on this fact, it is estimated that 50 students per semester will enroll in the proposed new course.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The proposed course will be a prerequisite for TCHL 560 so that students can prepare their research prospectus before they enter TCHL 560.
There are several other courses in the department dealing with the foundations of research and applied research. The courses listed below, however, do not address conducting action research within K-12 schools.
 - ELED 545 Investigations in Classroom Teaching
 - MGE 545 Investigations in Classroom Teaching
 - SPED 534 Seminar: Research in Exceptional Child Education
 - LME 519 Special Topics: Research in LME
- 2.4 Relationship of the proposed course to courses offered in other departments:
There are research-related courses available in programs focused on pure research, statistical analysis, and applied research. While the courses below do address research, their focus is not on implementing action research in K-12 schools.
 - EDAD 697 Research in Administration and Supervision
 - PSY 512 Experimental Design
 - NURS 512 Research Application
 - SOCL 513 Quantitative Research Methods

- SOCL 510 Qualitative Research Methods
- EDFN 601 Applied Statistical Techniques and Research
- EDFN 501 Educational Statistics Designs in Education
- EDFN 548 Research in Curriculum and Instruction
- EDFN 500 Research Methods – While this course met the objective of developing students’ understanding of the conventions of education research, TCHL 560 will include the application of the research methods to promote solutions within their classroom, school, and/or district.

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

There are comparable action research courses available at the master’s level at several universities in the United States. Missouri State University has an SFR 780 Educational Research Methodology course. Oakland University has an EST 617 Action Research in Your Classroom course.

3. Discussion of proposed course:

3.1 Schedule type:

L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.

3.2 Learning Outcomes:

At the conclusion of this course the students will be able to

- Explore the use of action research as part of a school improvement strategy.
- Analyze and explore current topics in education research.
- Frame questions appropriate for classroom and school inquiry.
- Develop an action research prospectus.

3.3 Content outline:

Foundations of Action Research:

- Definition and understanding of the tenets of action research
- Exploring the various approaches to research
- Exploring how action research is a part of a school improvement strategy
- Review of current literature and development of a research question
- Development of an action research prospectus

Overview of quantitative and qualitative methods of analysis

3.4 Student expectations and requirements:

Students will be required to develop an action research prospectus.

Assessment of student learning will be based on a combination of assignments and exams, including some or all of the following:

- Course content quizzes
- Final exam
- Participation in class discussion, class activities, and individual reading assignments
- Students will be required to develop an action research prospectus that will be implemented in TCHL 560.

3.5 Tentative texts and course materials:

Mertler, C.A. (2014). *Action research: Improving schools and empowering educators*.

Thousand Oaks, CA: SAGE Publications.

American Psychological Association (2009). *The publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

4. Resources:

- 4.1 Library resources: Present resources are adequate.
- 4.2 Computer resources: None needed

5. Budget implications:

- 5.1 Proposed method of staffing:
A new 3 credit hour course has been developed to replace the 4 credit hour TCHL 550/554/558 sequence. Since this proposed TCHL 559 course was needed to support TCHL 560, the remaining 1 credit hour was used to develop this course. Therefore, faculty who were loaded for TCHL 550/554/558 would be available to teach this proposed course. Additional staffing is not needed.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

| | |
|--------------------------------|----------|
| School of Teacher Education | 12/11/13 |
| CEBS Curriculum Committee | 2/4/14 |
| Professional Education Council | 2/12/14 |
| Graduate Council | 3/20/14 |
| University Senate | |

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

Contact Person: Jana Kirchner, jana.kirchner@wku.edu; 745-4103

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SEC 545
- 1.2 Course title: Seminar in English Language Arts Methods
- 1.2 Abbreviated course title: English Language Arts Methods
- 1.4 Credit hours and contact hours: 3 Variable credit (yes or **NO**)
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites: EDU 520 or instructor permission
- 1.7 Course description: Develops the skills, procedures, and strategies for teaching English and Language Arts in 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: Students pursuing initial teacher certification through the Master of Arts in Teaching (MAT) program are required to take a specific content methods course that blends together standards, strategies, unit and lesson planning, and current research in the field of English Language Arts. As there is currently no English Language Arts methods course offered at the graduate level, this course fulfills that requirement.
- 2.2 Projected enrollment in the proposed course:
All MAT students pursuing initial teacher certification in English Language Arts will be required to take this course. Based on current enrollment in the MAT English Language Arts program, 1 to 5 students are projected to enroll in the immediate future. As the program grows, numbers may go higher.
- 2.3 Relationship of the proposed course to courses now offered by the department:
There are similar courses in the department that deal with strategies and curriculum for teaching English Language Arts. The graduate courses listed below, however, do not address designing and teaching a unit to secondary students targeting all aspects of the Common Core English and Language Arts Standards. There is an undergraduate English methods course, but because this is a graduate course for initial certification candidates, the MAT students need a specialized course to meet their needs.
 - SEC/MGE 475 Teaching English
 - LTCY 501 Reading and Writing for Learning
 - LTCY 502 Differentiating Literacy Instruction
- 2.4 Relationship of the proposed course to courses offered in other departments:

Although both ENG 410G Composition Theory and Practice in Writing Instruction and ENG 566 Teaching and Testing ESL Grammar are offered through the English department, these courses target only the teaching of writing and grammar. They are also designed for students who hold teacher certification. ENG 510 Graduate Rhetoric and Writing is also a writing methods course,

but its primary audience is graduate assistants teaching college-level composition. This proposed course is intended to teach beginning teachers the necessary skills for teaching an integrated English Language Arts curriculum targeting the Kentucky Core Academic Standards in secondary school, including reading, writing, language, and speaking/listening.

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

A number of universities offer similar courses that are part of a Master's degree or post-baccalaureate initial teacher certification program. Some of these include the following:

- University of Kentucky: EDC 642 Theory and Research in Teaching Language Arts
- University of Louisville: EDTP 622 High School English Methods
- Indiana State University: CIMT 603 Instructional Strategies in Secondary Schools

3. Discussion of proposed course:

3.1 Schedule type:

L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.

3.2 Learning Outcomes:

At the conclusion of this course the students will be able to

- design and teach lesson plans and an instructional unit targeting the Common Core English Language Arts Standards.
- implement a variety of research-based strategies for teaching English Language Arts.
- design assessments for reading, writing, and speaking/listening.
- analyze research about current best practice in reading comprehension and teaching writing.
- use school and classroom contextual factors to design effective instruction for diverse learners.
- evaluate technology resources for their effectiveness in teaching English Language Arts standards.
- locate and evaluate print and online resources from state and professional English Language Arts organizations.

3.3 Content outline:

- Examining the Common Core Standards for English Language Arts (reading, writing, language, speaking/listening)
- Using a variety of measures to match text complexity to students' reading levels
- Research-based strategies for teaching close reading of literary and informational texts
- Research-based strategies for teaching the three modes of writing: informative, argumentative, and narrative
- Research-based strategies for integrating language/mechanics instruction into the writing process
- Assessment strategies for reading, writing, and speaking/listening
- Planning, designing, teaching, and reflecting on lessons that integrate all aspects of the English Language Arts domains
- Locating effective print and online resources for teaching English Language Arts

3.4 Student expectations and requirements:

Students will be required to complete readings and to participate in model lessons, case studies, and class discussions related to effective teaching in English Language Arts. In addition, students will

design, implement, and reflect on the effectiveness of English Language Arts lessons and assessments in the required field component of the course. Assessment of student learning will be based on a combination of assignments, including some or all of the following:

- Quizzes and written responses to assigned readings
- Case study scenarios
- Participation in class discussions and activities
- Lesson plans to demonstrate effective research-based strategies
- A practice Teacher Work Sample critical performance that includes Contextual Factors, Design for Instruction, and a Pre/Post Assessment for an English Language Arts unit
- Teaching lessons in an approved fieldwork site and reflecting on these lessons

3.5 Tentative texts and course materials:

Daniels, H., & Steineke, N. (2011). *Texts and lessons for content area reading*. Portsmouth, NH: Heinemann.

Daniels, H., & Steineke, N. (2013) *Texts and lessons for teaching literature*. Portsmouth, NH: Heinemann.

Website Resource: <http://www.corestandards.org/the-standards/english-language-arts-standards>

4. Resources:

- 4.1 Library resources: Present resources are adequate.
- 4.2 Computer resources: None needed

5. Budget implications:

- 5.1 Proposed method of staffing: This course will be offered on a rotating basis. Current faculty will rotate load, so existing faculty will be adequate.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

| | |
|--------------------------------|---------|
| School of Teacher Education | 1/17/14 |
| CEBS Curriculum Committee | 2/4/14 |
| Professional Education Council | 2/12/14 |
| Graduate Council | 3/20/14 |
| University Senate | |

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

Contact Person: Aaron W. Hughey, Aaron.hughey@wku.edu, 745-4849

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CNS 593
- 1.2 Course title: Career Development in Student Affairs and Higher Education
- 1.3 Abbreviated course title: Career Development
Credit hours: 3 hours; no variable credit
- 1.4 Grade type: Standard letter grade
- 1.5 Prerequisites/corequisites: Admission to Graduate Studies
- 1.6 Course description: Career development process throughout the lifespan, emphasis on implications for student affairs and higher education. Career development theories, career assessment instruments, professional resources, decision-making models, and factors inherent to the career development process; evolving economic, political, social and technological conditions.

2. Rationale:

- 2.1 Reason for developing the proposed course: Student affairs professionals need a comprehensive and functional understanding of career development and its implications for students at all levels, but particularly college students. A new course needs to be developed for student affairs majors in the Department of Counseling and Student Affairs to replace CNS 556 (Developmental Career Counseling). This course will focus more on career development and its implications for student affairs professionals as opposed to counseling, which is the emphasis of CNS 556.
- 2.2 Projected enrollment in the proposed course: 20 – 25 students per year, as this course will be required in the master's degree program in student affairs as well as the graduate certificate program in career services.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course would complement the courses designed to provide the theoretical foundation and parameters of career advising and program operation for student affairs professionals at the postsecondary or adult education level. CNS 577 (Counseling Concepts and Applications for Student Affairs Professionals) examines basic concepts and applications essential for effective student affairs practice. This course is related to the proposed course in that it provides an introduction and framework for working with students in a variety of student affairs related settings. CNS 556 (Developmental Career Counseling) introduces the career counseling process across the lifespan from early childhood through older adulthood, and forms the foundation for continued in-depth research, study and practice of career counseling. These topics will be covered in the proposed course, with the exception of the emphasis on counseling and an emphasis on the application of course content in higher education settings.
- 2.4 Relationship of the proposed course to courses offered in other departments:
The proposed course is specific to the provision of career counseling services by student affairs professionals to individuals engaged in postsecondary or adult education. Courses within other departments may emphasize program planning and evaluation, as well as clinical and diagnostic training as integral parts of the total program of public school pupil services, adult education

programming and organizational management, but do not address individual career development specifically, as in the case of ADED 530, Program Development for Adults; PSY 422G, Adolescent Psychology; PSY 423G Psychology of Adult Life and Aging; PSY 514, Program Evaluation; PSY 522, Advanced Adolescent Psychology; PSY 570, Job Analysis and Compensation; and PSY 571 Personnel Psychology.

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

In an examination of courses offered by WKU benchmark institutions and schools within the state, only 19%, or 4 of 21, offered more than one graduate career development course. Of those institutions offering more than one graduate career course, 95% of courses were offered within the Psychology department and were based on a “medical” model of counseling psychology theory and intervention, (e.g. Ball State University offers CPSY 610 (Career Theories and Realities), CPSY 614 (Career Counseling, Assessment, and Interventions) within their Department of Counseling Psychology, and University of Louisville which lists ECPY 670 (Career Counseling) and ECPY 671 (Psychology of Career Development). The remaining schools offering more than one graduate career course did so within the Counseling or Social Sciences department. Indiana State: COUN 635 (Career Development), and COUNS 835 (Seminar in Career Development); Cal State-Chico: SOSC 510 (Tests and Measurements for Career Guidance), SOSC 511 (Principles and Techniques of Career Guidance), SOSC 560 (Career/Life Planning Seminar), and SOSC 660 (Supervised Teaching of Career Guidance and Development). In the majority of the schools surveyed, graduate level career courses were provided as components of the public school counselor education training program. The proposed course differs from these courses in that the focus will be based on the model practiced within most student affairs areas, and will also include information relevant for career center administration within adult and higher education.

3. Discussion of proposed course:

3.1 Schedule type: Lecture- formal presentation of a subject which will include a variety of delivery methods.

3.2 Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Apply career development theories and decision-making models to college students.
- Demonstrate knowledge of career, vocational, educational, occupational, labor market, and employment information to support the career development process.
- Research, recommend, administer and interpret commonly used career assessments.
- Demonstrate understanding and use of computers and the Internet in support of career development.
- Design, deliver and evaluate career related programming based on the career development theory and the needs of diverse populations
- Demonstrate a functional understanding of career programming administration, including budget and human resource management, procedure and policy development, collaborative relationship building, ethical and legal guidelines, and professional advocacy.

3.3 Content outline:

- Career Development and Intervention Practice
- Applying Basic Theories of Career Development
- Understanding and Applying Emerging Theories of Career Development
- Understanding and Applying Decision-Making Models
- Understanding the World of Work (Evolving Labor Markets; the Impact of Globalization, Economic Trends)
- Career Development and Diverse Populations
- Career Development Interventions for the 21st Century
- Technology and the Career Development Process
- Career Development Advocacy and Ethical Issues
- Design and Delivery of Career Planning and Development Services
- Accessibility, Availability, and Adaptability

- Budget Planning, Development and Justification
- Collaborative Partnerships for Maximizing Resources
- Professional Development and Advocacy
- Integrating Career Planning and Development
- Collecting and Using Data for Marketing and Program Improvement
- Innovative Outreach, Advertising, Programming and Promotion

3.4 Student expectations and requirements:

- Article/Chapter Critiques
- Video Critiques
- Program Development
- Case Studies
- Learning Reflections
- Participation in Discussions
- Reflection Papers
- Reaction Papers

3.5 Tentative texts and course materials:

Niles, S. G. (2002). *Adult career development: concepts, issues, and practices* (3rd Ed.). Broken Arrow, OK: National Career Development Association.

Niles, S. G. & J. G. Harris-Bowlesby (2009). *Career development interventions in the 21st century* (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall.

Sampson, J. P. (2008). *Designing and implementing career programs: A handbook for effective practice*. Broken Arrow, OK: National Career Development Association.

Schutt, D. A. (Ed.). (2007). *How to plan and develop a career center* (2nd Ed.). New York, NY: Ferguson Publishing.

4. Resources:

- 4.1 Library resources: Present holdings are adequate.
- 4.2 Computer resources: Present resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty will teach the course.
- 5.2 Special equipment needed: No special equipment is needed in support of this course.
- 5.3 Expendable materials needed: No expendable materials are needed in support of this course.
- 5.4 Laboratory materials needed: No laboratory materials are needed in support of this course.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

| | |
|--|-------------------|
| Department of Counseling and Student Affairs | November 20, 2013 |
| CEBS Curriculum Committee | February 4, 2014 |
| Graduate Council | 3/20/14 |
| University Senate | |

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

Contact Person: Aaron W. Hughey, Aaron.hughey@wku.edu , 745-4849

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CNS 594
- 1.2 Course title: Research Methods in Student Affairs
- 1.3 Abbreviated course title: Research Methods SA
Credit hours: 3 Variable credit: No
- 1.4 Grade type: Standard letter
- 1.5 Prerequisites/corequisites: Admission to the Student Affairs program in the Department of Counseling and Student Affairs or permission of instructor.
- 1.6 Course description: Fundamental concepts of research methodology, including both quantitative and qualitative research design as well as relevant statistical procedures and techniques. Emphasis on both evaluating and conducting research in the student affairs profession.

2. Rationale:

- 2.1 Reason for developing the proposed course: Student affairs professionals deal with a very specific type of research literature, differentiated from other disciplines. Although basic educational/social science methodology is employed, student affairs students are best served by course content that is specifically related to their prospective employment settings. This course will allow the content to be tailored to their needs as aspiring student affairs professionals.
- 2.2 This course will focus on student affairs research and program evaluation concerns instead of applications more appropriate for counseling applications, which is the emphasis of the currently required CNS 598.
- 2.3 Projected enrollment in the proposed course: 20-25 students per year.
- 2.4 Relationship of the proposed course to courses now offered by the department: The course is similar to CNS 598 (Research and Program Evaluation in Counseling), a course that has specific applications to counseling, which has a distinct and focused research orientation.
- 2.5 Relationship of the proposed course to courses offered in other departments: The course is similar to EDFN 500 (Research Methods), which is offered by the Department of Administration, Leadership and Research. Again, however, the emphasis in that course tends to be predominantly P-12 and deals with research applications that are distinct from the student affairs profession and literature.
- 2.6 Relationship of the proposed course to courses offered in other institutions: All comparable master's degree programs in student affairs at other institutions require a research methodology course analogous to the one being proposed here.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture.
- 3.2 Learning Outcomes:
Upon completion of this course, students should be able to:

- Access the research resources available to student affairs professionals, including traditional sources as well as online services.
- Conduct an appropriate literature and background review for research within the student affairs profession.
- Evaluate and judge the efficacy and applicability of research contributions (journal articles, monographs, books, theses, dissertations, websites, unpublished studies, etc.) available within the student affairs profession.
- Select the general research methodology (either quantitative or qualitative) which is most appropriate given a particular research need in the student affairs profession.
- Select the specific research design (survey, developmental, follow-up, correlational, experimental, and/or case study) which is most appropriate given a particular research need in the student affairs profession.
- Form an appropriate research hypothesis (when applicable), and test it for acceptance or rejection using appropriate statistical techniques when conducting quantitative research in the student affairs profession.
- Select and utilize appropriately descriptive and/or inferential statistical techniques when conducting quantitative research in the student affairs profession.
- Select and utilize appropriately qualitative research methods such as case studies, field studies, and single-subject studies when conducting qualitative research in the student affairs profession.
- Adhere to the legal and ethical constraints which are applicable to research conducted in the student affairs profession.
- Prepare a formal research report and/or develop a manuscript for potential publication in an appropriate refereed, research-oriented journal of the student affairs profession.

3.3 Content outline:

- Overview of the Role of Research in the Student Affairs Profession
- Conducting Literature Reviews in the Student Affairs Profession
- Different Types of Research in the Student Affairs Profession
- Quantitative Research Methods in the Student Affairs Profession
- Qualitative Research Methods in the Student Affairs Profession
- Using Hypotheses in Conducting Research in the Student Affairs Profession
- Basic Statistical Procedures Used in Conducting Research in the Student Affairs Profession
- Limitations When Conducting Research in the Student Affairs Profession
- Legal and Ethical Considerations When Conducting Research in the Student Affairs Profession
- Preparing Formal Reports/Manuscripts Based on Research Conducted in the Student Affairs Profession

3.4 Student expectations and requirements:

- Readings and Reflections
- Objective Examination Over Research Concepts and Terms
- Completion of CITI Training
- Development of Research Proposal
- IRB Approval of research proposal
- Execution of Research Proposal
- Completion of Research Project
- Participation in Discussions

3.5 Tentative texts and course materials:

Babbie, E.R. (2010). *The practice of social research*. Belmont, CA: Wadsworth. H62.B2 2010

Creswell, J. (2009). *Research design: qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage. H62.C6963 2009
 Los Angeles, CA: Sage. H62.C566 2008

Denzin, N.K. and Lincoln, Y.S. (eds.). (2011). *The Sage handbook of qualitative research*. Thousand Oaks: Sage. H62.H2455 2011

Jaccard, J. and Becker, M.A. (2010). *Statistics for the behavioral sciences*. 5th edition. Belmont, CA; Wadsworth. BF39.J28 2010

Maxwell, J.A. (2012). *A realist approach for qualitative research*. Los Angeles, CA: Sage. H62.M324 2012

Mitchell, M.L. and Jolley, J.M. (2010). *Research design explained*. Belmont, CA: Wadsworth. BF76.5.M57 2010

Simons, H. (2009). *Case study research in practice*. Los Angeles: Sage. H62.S476 2009

4. Resources:

- 4.1 Library resources: Present holdings are adequate.
- 4.2 Computer resources: Present resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty resources are sufficient to teach the course.
- 5.2 Special equipment needed: No special equipment is needed in support of this course.
- 5.3 Expendable materials needed: No expendable materials are needed in support of this course.
- 5.4 Laboratory materials needed: No laboratory materials are needed in support of this course.

6. Proposed term for implementation: Fall 2014.

7. Dates of prior committee approvals:

Department/ Unit

November 20, 2013

College Curriculum Committee

February 4, 2014

Graduate Council

3/20/14

University Senate

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

Contact Person: Monica Galloway Burke, monica.burke@wku.edu, 745-8997

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CNS 603
- 1.2 Course title: Critical Issues and Strategies in Student Affairs and Higher Education
- 1.3 Abbreviated course title: Critical Issues and Strategies
Credit hours: 3 hours; no variable credit
- 1.4 Grade type: Standard letter grade
- 1.5 Prerequisites/corequisites: CNS 590
- 1.6 Course description: Contemporary issues associated with student affairs and higher education.

2. Rationale:

- 2.1 Reason for developing the proposed course:
To be highly informed and objective, student affairs professionals need to understand complexities inherent in higher education in the United States. These complexities often manifest themselves in debates that appear as polarizing issues in academia. The goals of this course are helping students comprehend conflicting perspectives related to these issues and develop a critical perspective to analyze these issues, and reflect on their own perspectives related to these issues. Finally the course will emphasize development of identities as student affairs professionals. As Renn and Jessup-Anger (2008) assert, graduate preparation programs could promote this development by creating opportunities for students to develop accurate self-assessment, to read a work environment, to reflect on work-related expectations, and then to act on that analysis.

Reference:

Renn, K.A. & Jessup-Anger, E.R. (2008). Preparing new professionals: Lessons for graduate preparation programs from the national study of new professionals in student affairs. *Journal of College Student Development*, 49(4), 319-335.

- 2.2 Projected enrollment in the proposed course: 20 – 25 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: No similar courses are currently offered.
- 2.4 Relationship of the proposed course to courses offered in other departments: Based on the content and the purpose of the course, no other courses in other departments offer this course.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
 - CSP 6050: Capstone Seminar (3) (Bowling Green State University)—This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in CSP and to prepare students for their transitions to professional positions within student affairs upon graduation

- HE 739: Current Issues and Trends in Student Affairs (University of Southern Mississippi). (3 hrs). Prerequisite: HE 639 or permission of instructor. A topical study of current issues and trends in the design of student development services in higher education.
- EDHE 6900 - Special Topics in Higher Education and Student Affairs (Ohio University). Ongoing and up-to-date treatment of significant current developments in higher education.

3. Discussion of proposed course:

3.1 Schedule type: Lecture- formal presentation of a subject which will include a variety of delivery methods.

3.2 Learning Outcomes:

Upon completion of this course students should be able to:

- Examine and assess their role as a student affairs professional.
- Strengthen their professional knowledge and self-efficacy through increasing intellectual and practical skills in inquiry and analysis of issues encountered by student affairs professionals.
- Synthesize and apply knowledge gained in the student affairs graduate program to the resolution of practical problems they are likely to encounter as student affairs professionals.
- Articulate their philosophy of professional practice and define their role as a practitioner with regard to salient issues confronting the profession.
- Assess their professional competencies, career goals, and values.
- Develop a better understanding of their structured thought and tacit knowledge as they apply theory to practice.
- Develop a comprehensive understanding of salient organizational and cultural theories associated with understanding postsecondary institutions.
- Become more familiar with critically analyzing multiple perspectives represented in higher education.
- Increase their ease and facility with writing and speaking critically about the subject matters.
- Be capable of moving freely from theory to practice, setting groundwork for creative problem- solving related to issues that emerge throughout the semester.
- Focus on specific topics of importance to the success of new professionals.

3.3 Content outline:

- Personal Beliefs, Values, and Commitments
- Professional Beliefs, Values, and Commitments
- Organizational Culture and Institutional “fit”
 - Read: Blimling, G. S. (2002). Uncommon truths: A diary of practical wisdom.
- Personal Beliefs, Values, and Commitments
 - Complete the Principles of Good Practice Inventory
- Career Issues in Student Affairs
 - Read: Renn, & Hodges, J.P. (2007). The first year on the job: Experiences of new professionals in student affairs.
- Job Search Strategies
 - Interviewing and Networking ? fit
- Professional Qualities and Skills

- Read: Carpenter, S., & Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs
- Being A New Professional
 - Professional Transition
 - Read: Carpenter, S., & Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs
- Current Events Discussion
- Portfolio Presentations

3.4 Student expectations and requirements:

- Professional portfolio
- Case Studies Assessment and Presentation
- Current Issues Presentation and Discussion
- Learning Reflections
- Participation in Discussions
- Reflection paper
- Reaction paper

3.5 Tentative texts and course materials:

Required text:

Amey, M. J., & Reesor, L. M. (Eds.) (2009). *Beginning your journey: A guide for new professionals in student affairs*. Washington, DC: National Association of Student Personnel Administrators.

A Test of leadership: Charting the future of U.S. higher education. Final report of the Secretary's Commission on the Future of Higher Education. (2006). Washington, DC. US Department of Education.

<http://www.ed.gov/print/about/bdscomm/list/hiedfuture/reports.html>

Required Readings:

Blimling, G. S. (2002). Uncommon truths: A diary of practical wisdom. In J. Dalton (ED.), *The art and practical wisdom of student affairs leadership*, 71 - 81. San Francisco: Jossey-Bass.

Carpenter, S., & Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs. *NASPA Journal*, 44(4), 265-284.

Kuk, L., Cobb, B., & Forrest, C. (2007). Perceptions of competencies of entry-level professionals in student affairs. *NASPA Journal*, 44(4), 664-691.

Renn, K. A., & Hodges, J. P. (2007). The first year on the job: Experiences of new professionals in student affairs. *NASPA Journal*, 44, 367-391.

Download the following booklets: <http://www.insidehighered.com/booklets>

Review of the new articles at <http://www.insidehighered.com/>

Enroll in the following (free) resources:

- <http://chronicle.com/myaccount/createfreeaccount/>
- <https://www2.acenet.edu/subscribe/hena/index.cfm>

Review *The Interview Process: Gaining Access to a Higher Education Position* at
<http://www.youtube.com/watch?v=xsaul9eGdJw>

Review *Having a Mentor: An Important Part of Your Learning Process* at
<http://www.youtube.com/watch?v=rIIYsL3I7is>

4. Resources:

- 4.1 Library resources: Present holdings are adequate.
- 4.2 Computer resources: Present resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty resources are sufficient to teach the course.
- 5.2 Special equipment needed: No special equipment is needed in support of this course.
- 5.3 Expendable materials needed: No expendable materials are needed in support of this course.
- 5.4 Laboratory materials needed: No laboratory materials are needed in support of this course.

6. Proposed term for implementation: Fall 2014.

7. Dates of prior committee approvals:

| | |
|------------------------------|-------------------|
| Department/ Unit | November 20, 2013 |
| College Curriculum Committee | February 4, 2014 |
| Graduate Council | 3/20/14 |
| University Senate | |

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

Contact Person: Aaron W. Hughey, Aaron.hughey@wku.edu, 745-4849

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CNS 604
- 1.2 Course title: Resource Management in Student Affairs and Higher Education
- 1.3 Abbreviated course title: Resource Management SA HE
Credit hours: 3 hours; no variable credit
- 1.4 Grade type: Standard letter grade
- 1.5 Prerequisites/corequisites: CNS 585
- 1.6 Course description: Issues related to financial and enrollment management in colleges and universities, with emphasis on the effective and efficient use of financial and human resources in fulfilling institutional missions and strategic plans.

2. Rationale:

- 2.1 Reason for developing the proposed course: Like all industries, higher education is dependent upon particular sets of critical resource flows to sustain their labor and capital intensive activities. In particular, enrollment management and financial management are increasingly inter-related at most contemporary colleges and universities and are central in achieving an institution's objectives around access, enrollment, and retention. Therefore, it is imperative that future student affairs professionals explore the issues surrounding resource management in higher education and student affairs and defined inclusively of financial, organizational, and human skills resources. As aspiring administrators, it is imperative that graduate students have a robust understanding of how one can lead in economic downturns; recognize the role of endowments; understand the impact of enrollment trends as well as state and federal policy levers and effects; and possess practical know how informed by the literature and basic knowledge of resource management.
- 2.2 Projected enrollment in the proposed course: 20-25 students per year
- 2.3 Relationship of the proposed course to courses now offered by the department: The course is marginally related to some of the content in CNS 585 (Leadership and Administration in Student Affairs) and somewhat related to CNS 660 (Organization and Administration of Guidance Services), although the proposed course has a distinct focus within a unique context.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no courses in other departments that have the unique focus and orientation of this particular course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other programs have a similar course. For example, Penn State offers HIED 860 (Conducting Enrollment Management Studies), North Carolina State University offers EAC 749 (Finance and Higher Education), and Indiana State University offers ELAF 760 (Resource Management in Higher Education). All of these courses offer content similar to the proposed course, but not in the exact configuration described here.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture- formal presentation of a subject which will include a variety of delivery methods.
- 3.2 Learning Outcomes:
Upon completion of this course students should be able to:
- Recognize some of the leading persistence/retention models in higher education.
 - Describe the critical resources to public and private institutions of higher education.
 - Recognize the degree of reliance of public and private institutions on particular resources and the implications/effects of threats or changes in these resource flows or allocation processes.
 - Recognize the sources of expenditures for institutions of higher education and their relative magnitude
 - Understand the unique economics associated with higher education and such issues as the “cost problem”.
 - Articulate the issues and debate surrounding tuition and aid policy at the federal, state, and institutional levels.
 - Describe the issues and debate surrounding federal research policy and higher education’s growing entrepreneurial orientation.
 - Recognize how policy issues can be used to guide reform efforts.
 - Articulate the various components of a college budget and basic accounting practices.
 - Articulate what key performance indicators are and how they are used.
 - Describe the evolution of thinking about planning in higher education, how it is commonly practiced, and the utility of applying concepts developed in business to the higher education setting.
 - Describe key resource issues surrounding fundraising, endowment management, facilities, and information technology.
 - Articulate a functional understanding of the relationship between financial management and enrollment management
 - Recognize the campus components of enrollment management as interconnected systems.
- 3.3 Content outline:
- Basic Budgeting
 - Financing Higher Education
 - Differences (and Similarities) Between Public and Private Institutions
 - Key Performance Indicators
 - The Enrollment Management Process
 - Developing the Strategic Enrollment Plan
 - Harnessing the Technology
 - Using Statistics for Enrollment Management
 - Admissions - Attracting, Admitting, and Enrolling Students
 - The Role of Financial Aid Role in Enrollment Management
 - Orienting and Integrating New Students
 - Student Retention, Persistence, and Graduation
 - The Relationship Between Economics and Enrollments
- 3.4 Student expectations and requirements:
- Article/Chapter Critiques
 - Case Studies
 - Research Project
 - Simulation Development
 - Participation in Discussions

- Reflection Papers
- Reaction Papers

3.5 Tentative texts and course materials:

Barr, M. J. (2002). *Budgets and financial management*. San Francisco: Jossey-Bass.

Dickeson, R. C. (2010). *Prioritizing academic programs and services*. San Francisco: Jossey-Bass.

Martin, J., Samels, J. E., & Associates. (2009). *Turnaround: Leading stressed colleges and universities to excellence*. Baltimore, MD: Johns Hopkins.

Priest, D.M. & St. John, E.P. (2004). *Privatization and public universities*. Bloomington, IN: Indiana University Press.

Paulsen, M.B. & Smart, J.C. (2001). *The finance of higher education: Theory, research, policy, & practice*. New York: Agathon Press.

Slaughter, S. & Rhoades, G. (2004). *Academic capitalism and the new economy: Markets, state, and higher education*. Baltimore, MD: The Johns Hopkins University Press.

St. John, E P. & Parsons, M. D. (2004). *Public funding of higher education: Changing contexts and new rationales*. Baltimore, MD: The John Hopkins University Press.

4. Resources:

- 4.1 Library resources: Present holdings are adequate.
- 4.2 Computer resources: Present resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty resources are sufficient to teach the course.
- 5.2 Special equipment needed: No special equipment is needed in support of this course.
- 5.3 Expendable materials needed: No expendable materials are needed in support of this course.
- 5.4 Laboratory materials needed: No laboratory materials are needed in support of this course.

6. Proposed term for implementation: Fall 2014.

7. Dates of prior committee approvals:

| | |
|------------------------------|-------------------|
| Department/ Unit | November 20, 2013 |
| College Curriculum Committee | February 4, 2014 |
| Graduate Council | 3/20/14 |
| University Senate | |

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

Contact Person: Monica Galloway Burke, monica.burke@wku.edu, 745-8997

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CNS 605
- 1.2 Course title: Social and Cultural Diversity in Higher Education
- 1.3 Abbreviated course title: Social and Cultural Diversity in Higher Education
- 1.4 Credit hours and contact hours: 3 hours; no variable credit
- 1.5 Grade Type: Standard letter grade
- 1.6 Prerequisite/co-requisite: Instructor permission required.
- 1.7 Course catalog listing: Designed to examine the individual and organizational issues of social and cultural diversity in U.S. higher education and to focus on the development of the awareness, knowledge, and skills necessary to be a multiculturally competent student affairs/higher education practitioner.

2. Rationale:

- 2.1 Reason for developing the proposed course: Due to the demographic shifts in American society and higher education and given that student affairs professionals work with students from diverse backgrounds, basic multicultural competencies must be developed. This course will provide structured opportunities for students to think more critically about difference in U.S. society and higher education; to evaluate cultural pluralism and analyze social inequalities; and to explore their own and others' social identity groups while building pluralistic skills, dispositions and multicultural competencies. This course will focus on diversity as it applies to student affairs, and higher education.
- 2.2 Projected enrollment in the proposed course: 20 - 25 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department. The proposed course will be required in the Student Affairs graduate program. This course will replace the current course requirement CNS555 and will focus on information specifically related to diversity and cultural competence in student affairs and higher education. The aim of this course is to prepare graduates to work with increasingly pluralistic student populations and develop multicultural competence for engaging with diverse students.
- 2.4 Relationship of the proposed course to courses offered in other departments: Based on the content and the purpose of the course, no other departments offer a course that addresses the necessary multicultural competencies for student affairs professionals.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Institutions with Student Affairs (also identified as College Student Personnel) graduate programs offer a similar course.

ECPY 663- Multicultural and Diversity Issues (College Student Personnel, University of Louisville): Emphasis will be placed on developing effective communication skills in multicultural settings. Focus will also be directed toward various cultural and ethnic groups.

CSP 6035 - Multicultural Competence in Student Affairs (College Student Personnel, Bowling Green State University): A graduate-level course that emphasizes development of awareness, knowledge, and skills necessary to be a multiculturally competent student affairs practitioner. Emphasis on practitioner responsibilities, challenges, and opportunities for creating and sustaining multiculturally affirming campus communities.

HE 619 - Cultural Diversity in Student Affairs (Higher Education, emphasis in Student Affairs

Administration, University of Southern Mississippi). A theoretical and skill development course for Student Affairs professionals designed to strengthen multicultural awareness, knowledge, and skills of diverse populations in the higher education setting.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture- formal presentation of a subject which will include a variety of delivery methods.
- 3.2 Learning Outcomes:
Upon successful completion of this course, students will be able to:
 - Describe key concepts and salient theoretical perspectives on oppression, social justice, difference and identities in U.S. society with particular attention to race, ethnicity, social class, sex/gender, sexuality, religion, and disability and how these impact higher education;
 - Explain how power, privilege, and discrimination shape perspectives related to diversity and diverse individuals and develop a personal and professional analysis of privilege and power upon which to base action and practice;
 - Articulate and think critically about how the historical and contemporary sociocultural context can influence various aspects of U.S. higher education including access, leadership, policy, and student experiences;
 - Develop increased self-awareness of what it means in the U.S. to be a person in an underrepresented and/or marginalized groups;
 - Describe how one's own identity formation has shaped her/his worldview and higher education experiences and continues to influence one's professional practice in educational leadership;
 - Develop abilities and skills necessary for recognizing the social realities and problems that exist currently on college campuses related to issues of difference and diversity;
 - Enact leadership for social change regarding multicultural and diversity issues; and
 - Expand a repertoire to continue to learn about and engage with the subject.
- 3.3 Content outline:
 - Multicultural/Cultural Competence
 - Self-concept and social learning
 - Race & Ethnicity/Social, Cultural and Racial Identity
 - Oppression/Marginalization and Their Effect on College Student Identity Development
 - Privilege, Difference, Power and Stereotypes
 - Cultural Populations in the College Setting
 - African American
 - Latino/Latina
 - Asian American/Pacific Islander
 - American Indian
 - Biracial/Multiracial
 - White
 - Sex, Gender and Sexual Orientation Identity
 - International
 - Lesbian, Gay, Bisexual and Transgender
 - Ability/Disability
 - Social Class
 - Spirituality and Religion
 - Nontraditional College Student
 - Multicultural Student Services at Institutions of Higher Education
- 3.4 Student expectations and requirements: Assessment of student learning will be based on a combination of the following measures:
 - Final exam
 - Critiques of readings/articles

- Participation in class discussion and class activities
- Field trips/Campus and local community visits
- Group projects/presentations
- Blogs/Reflection journals
- Case study analysis

3.5 Tentative texts and course materials:

Required texts:

Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H.W., Peters, M.L., & Zuniga, X. (2013).

Readings for diversity and social justice (3rd ed.). New York: Routledge.

Cuyjet, M.J., Howard-Hamilton, M.F., & Cooper, D. (2011). *Multiculturalism on campus:*

Theories, models, and practices for understanding diversity and creating inclusion.

Sterling, VA: Stylus Publishing.

Recommended texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: Author.

Harper, S.R. & Quaye, S.J. (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. New York: Routledge.

Harper, S.R. & Hurtado, S. (2011). *Racial and ethnic diversity in higher education* (3rd ed.).

ASHE Reader Series. Boston: Pearson Learning Solutions.

Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw Hill.

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*.

San Francisco, CA: Jossey-Bass.

Tatum, B.D. (1997). *Why are all the Black kids sitting together in the cafeteria?: And other*

conversations. New York: Basic Books.

Required readings:

Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. *New Directions for Student Services*, 120, 7-24.

McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School*, 49(2), 31-35.

Pope, R. L. & Mueller, J. A., Reynolds, A. L. (2009). Looking back and moving forward: Future directions for diversity in student affairs. *Journal of College Student Development*, 50, 640-658.

Steele, C.M. (1999). Thin ice: Stereotype threat and Black college students. *The Atlantic Online*. Retrieved from <http://www.theatlantic.com/magazine/archive/1999/08/thin-ice-stereotype-threat-and-black-college-students/304663/>

Steele, C.M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629. doi: 10.1037/0003-066X.52.6.613

Washington, J. (2007). Social justice in higher education: From awareness to action. *Leadership Exchange*, 5(3), 12-15.

Watt, S. K. (2007). Difficult dialogues, privilege and social justice: Uses of the privileged identity exploration (PIE) model in student affairs practice. *College Student Affairs Journal*, 26(2), 114-126.

4. Resources:

- 4.1 Library resources: Present holdings are adequate.
- 4.2 Computer resources: Present resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty resources are sufficient to teach the course.
- 5.2 Special equipment needed: No special equipment is needed in support of this course.
- 5.3 Expendable materials needed: No expendable materials are needed in support of this course.
- 5.4 Laboratory materials needed: No laboratory supplies are needed in support of this course.

6. Proposed term for implementation: Fall semester of 2014

7. Dates of prior committee approvals:

Department of Counseling and Student Affairs: November 20, 2013

CEBS Curriculum Committee February 4, 2014

Graduate Council 3/20/14

University Senate _____

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

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

1. Identification of proposed course:

- 1.1 Course prefix and number: KIN 518
- 1.2 Course title: Advanced Statistics in Kinesiology
- 1.3 Abbreviated course title: Adv Statistics in Kinesiology
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: Acceptance into Kinesiology graduate program
- 1.7 Course description: Study and application of statistical techniques commonly used in kinesiology research. Includes regression modeling, single and multi-factor analysis of variance, and repeated measures designs.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course builds upon the concepts presented in KIN 515 (Advanced Measurement and Evaluation). The course would instruct graduate students regarding common statistical analyses utilized with common investigative designs in kinesiology. Specific topics include regression modeling, factors related to analysis of variance, and how to analyze repeated measures designs.
- 2.2 Projected enrollment in the proposed course: Estimated 12 – 18 students based on current and projected enrollment in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course would follow and add to the knowledge gained in KIN 515. KIN 515 is Advanced Measurement and Evaluation, which is a graduate level statistics course where students get both classroom instruction and applied practice in understanding measurement validity, reliability, and objectivity, and they learn and apply measures of central tendency, dispersion, and simple t-tests to understand the content. They also receive instruction in the various types of research design. KIN 518 builds upon KIN 515 and provides instruction into more advanced types of statistical analysis and design, such as ANOVA, MANOVA, MANCOVA, and regression models.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is similar to the courses listed below in that it will provide in depth instruction on statistical analysis related to concepts within a specific field. Whereas the courses listed below are statistics courses with direct application to mathematics, sociology, psychology, and public health, this course will provide instruction on statistical procedures and analysis specific to the field of kinesiology.
MATH 502 Introduction to Probability and Statistics II
SOCL 514 Advanced Social Statistics
PSY 513 Advanced Statistical Analysis
PH 620 Advanced Biostatistics
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Ball State University: EXSCI 611 Research Design and Data Analysis for the Exercise Science
California State University-Chico: KINE 601 Statistical Methods in Kinesiology Research

Eastern Illinois University: PED 5001 Statistical Analysis in Kinesiology and Sports Studies
Indiana State University: PE 585 - Data Processing in the Sport Sciences
Middle Tennessee State University: HHP 7700 Advanced Data Analysis and Organization for Human Performance
Missouri State University: PED 605 Applied Statistics in Health, Physical Education, and Recreation
Western Illinois University: KIN511 Measurement and Statistical Analysis

3. Discussion of proposed course:

3.1 Schedule type: L- Lecture

3.2 Learning Outcomes:

Upon completion of this course the student should be able to:

- Demonstrate an understanding of advanced statistical terminology of the discipline.
- Select the most appropriate statistical analysis procedure for a given set of data.
- Demonstrate the ability to make sense of test scores, data sets, graphs, and other quantitative information.
- Demonstrate an understanding of common inferential statistics and recognize their applications in health, fitness, sports, industry, and medicine.

3.3 Content outline

- Review of basic statistical concepts:
 - Sampling and sampling distributions
 - Hypothesis testing
 - Student t-tests
 - Correlation
 - Regression modeling:
 - Linear regression models
 - Estimation of the parameters in linear regression models
 - Testing for significance of regression
 - Tests on individual regression on the individual regression coefficients
 - Multiple regression modeling
 - Confidence intervals in multiple regression
 - Analysis of variance:
 - Analysis of the fixed effects model
 - Decomposition of the total sum of squares
 - Analysis of the random effects model
 - Two-factor factorial with random factors
 - Two factor mixed model
 - Repeated measures design
- 3.4 Student expectations and requirements: Daily and punctual attendance is expected, as well as active participation in the class. Additionally, students are expected to complete all assignments, quizzes, examinations, and other forms of assessment.
- 3.5 Tentative texts and course materials: Field, A. *Discovery of Statistics Using IBM SPSS Statistics*. SAGE Publishers. Thousand Oaks, CA.

4. Resources:

- 4.1 Library resources: Adequate (pending)
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: An existing Exercise Science/Kinesiology faculty member will teach this course, and it will be a part of his/her normal semester load. No additional faculty or overloads will be required.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

| | | |
|------------------------------------|---------------------------------|---------|
| Department/ Unit | Kinesiology, Recreation & Sport | 2/10/14 |
| CHHS Graduate Curriculum Committee | | 2/24/14 |
| Graduate Council | | 3/20/14 |
| University Senate | | |

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

Contact Persons: Evelyn Oregon, Ph.D., evelyn.oregon@wku.edu, (270) 745-2080

1. Identification of proposed course:

- 1.1 Course prefix and number: RSA 554
- 1.2 Course title: Student-Athlete Development
- 1.3 Abbreviated course title: Student-Athlete Development
- 1.4 Credit hours: 3
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: n/a
- 1.7 Course catalog listing: Develop an understanding of the historical and contemporary issues faced by student-athletes at colleges and universities. Content includes support services guidelines in the areas of academics, personal issues, and career preparation/planning.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is needed for the graduate concentration and certificate in Intercollegiate Athletic Administration 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 National Association of Collegiate Directors of Athletics (NACDA).
- 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 Intercollegiate Athletic Administration. This course will complement undergraduate and graduate recreation and sport 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 online cohort or certificate programs. No other departments at WKU offer online courses in student-athlete development for recreation and sport students.
- 2.5 Relationship of the proposed course to courses offered in other institutions: No benchmark institutions offer a similar course. Other institutions that offer similar graduate courses on this important topic including Kansas State University (EDCEP 854, **College Student-Athlete**) and Michigan State University (KIN 858, Student Athlete Development).

3. Discussion of proposed course:

- 3.1 Type of course: L-Lecture: Formal presentation of subject: May include a variety of delivery methods
- 3.2 Course Objectives: Upon successful completion of this course, a student should have the ability to:
 - Identify the historical and contemporary issues faced by collegiate student-athletes
 - Analyze multiple characteristics of collegiate student-athletes and factors influencing their athletic and academic performance
 - Analyze developmental, academic, and multicultural issues associated with collegiate student-athletes
 - Compare and contrast programs and other resources designed to support collegiate student-athletes
 - Identify relevant ethical and professional issues associated with working with collegiate student-athletes

- Identify and describe knowledge on how to identify relevant resources and research pertaining to collegiate student-athletes
- 3.3 Content outline:
- Historical Perspective and Overview of Student-Athlete Development/Academic Support
 - The College Student-Athlete Experience
 - NCAA Academic Eligibility and Academic Advising
 - Ethical and Professional Issues
 - Student-Athlete Development Programming
 - Tutorial and Mentor Programs
 - **The Student-Athlete Advisory Committee (SAAC's)**
 - Life Skills for Collegiate Student-Athletes
 - Developing the Student-Athlete as a Whole Person
 - Student-Athlete Transitions and Sport Termination
- 3.4 Student expectations and requirements:
This will be an online course comprised of chapter readings, presentations, discussions, case studies, projects, quizzes, and exams.
- 3.5 Tentative texts and course materials:
Etzel, E.F. (2009). *Counseling and psychological services for college student-athletes*. Morgantown, WV: Fitness Information Technology.

Leslie Toogood, A., & Gill, E. (2008). *Advising student-athletes: A collaborative approach to success*. Manhattan, KS: National Academic Advising Association.

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 National Association of Collegiate Directors of Athletics (NACDA).
- 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 2014

7. Dates of prior committee approvals:

KRS Department 2/10/2014

CHHS Graduate Curriculum Committee 2/24/14

Graduate Council 3/20/14

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: Evie Oregon, Ph.D., evelyn.oregon@wku.edu, (270) 745-2080

1. Identification of proposed course:

- 1.1 Course prefix and number: RSA 556
- 1.2 Course title: Governance in Intercollegiate Athletics
- 1.3 Abbreviated course title: Intercollegiate Governance
- 1.4 Credit hours: 3
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: n/a

Course catalog listing: Provides for a thorough examination of intercollegiate athletics governing bodies (i.e., NCAA, NAIA, NAAC, NJCAA). Emphasis placed upon governing hierarchy, responsibilities of individual institutions, conference affiliations, and membership requirements.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is needed for the graduate concentration and certificate in Intercollegiate Athletic Administration 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 National Association of Collegiate Directors of Athletics (NACDA).
- 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 Intercollegiate Athletic Administration. This course will complement undergraduate and graduate recreation and sport 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 or certificate program. No other departments at WKU offer online courses in intercollegiate athletic governance for recreation and sport students.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other benchmark institutions that offer similar graduate courses on this topic include, Bowling Green State University: HMSL 6400 (Governance in Intercollegiate Athletics), Northern Illinois University: LESM 555 (Sport Globalization and International Governance), Ohio University: SASM 6260 (Sport Governance and Policy Development).

3. Discussion of proposed course:

- 3.1 Type of course: L-Lecture: Formal presentation of subject: May include a variety of delivery methods
- 3.2 Course Objectives: Upon successful completion of this course, a student should have the ability to:
 - Identify the history of intercollegiate athletic governing bodies
 - Analyze the organizational structure of intercollegiate athletics governing bodies
 - Identify and describe the constitution and operating bylaws of intercollegiate athletic associations
 - Identify the membership requirements of various intercollegiate governing bodies
 - Assess the social, legal, ethical, economic, political and educational influence of governmental bodies on intercollegiate athletics

- Identify the sanctions and appeal processes utilized by intercollegiate athletics governing bodies
 - Critically examine current issues and trends in modern sport governance
- 3.3 Content outline:
- Historical Perspective
 - Intercollegiate Administration
 - Governing Bodies/Associations
 - Requirements for Memberships
 - Organizational Structure
 - Athletic Conferences
 - Historically Black Colleges and Universities (HBCU's)
 - Constitutions and Bylaws
 - Authority and Functions of Various Sport Governing Bodies
 - Sanctions and Appeals Processes
 - Current Policy Issues
- 3.4 Student expectations and requirements:
This will be an online course comprised of chapter readings, presentations, discussions, case studies, projects, quizzes, and exams.
- 3.5 Tentative texts and course materials:
Online resources will be used, and course packets and modules will be developed as we will be thoroughly examining a number of different intercollegiate athletics governing bodies (i.e., NCAA, NAIA, NAAC, NJCAA), conference affiliations and membership requirements.

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 National Association of Collegiate Directors of Athletics (NACDA).
- 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 2014

7. Dates of prior committee approvals:

KRS Department 2/10/2014

CHHS Graduate Curriculum Committee 2/24/2014

Graduate Council 3/20/14

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: Evie Oregon, Ph.D., evelyn.oregon@wku.edu, (270) 745-2080

1. Identification of proposed course:

- 1.1 Course prefix and number: RSA 558
- 1.2 Course title: Compliance in Intercollegiate Athletics
- 1.3 Abbreviated course title: Intercollegiate Compliance
- 1.4 Credit hours: 3
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: n/a
- 1.7 Course catalog listing: Provides an in-depth analysis of NCAA rules and regulations relating to intercollegiate athletics. Topics include ethical conduct, employment issues, amateurism, recruiting, eligibility (academic and general requirements), financial aid, awards and benefits, playing and practice schedules, and enforcement.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is needed for the graduate concentration and certificate in Intercollegiate Athletic Administration 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 National Association of Collegiate Directors of Athletics (NACDA).
- 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 Intercollegiate Athletic Administration. This course will complement graduate recreation and sport 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 online cohort and/or certificate programs. No other departments at WKU offer online courses in NCAA compliance for sport students.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This industry requested and inspired course will be a first attempt to create graduate level curricula in an ever increasingly important topic area. We could find no evidence of a course specifically focused on compliance in intercollegiate athletics.

3. Discussion of proposed course:

- 3.1 Type of course: L-Lecture: Formal presentation of subject: May include a variety of delivery methods
- 3.2 Course Objectives: Upon satisfactory completion of this course, a student should have the ability to:
 - Discuss the importance of a foundation of compliance knowledge
 - Explain the intent and meaning of specific bylaws
 - Analyze the general principles of, amateurism, recruiting, eligibility (academic and general requirements) of intercollegiate athletics
 - Explain and interpret NCAA institutional accreditation requirements
 - Describe the core competencies necessary to develop ethical, integrity-based compliance programs
 - Articulate current NCAA legislation, its application, and available resources.

- 3.3 Content outline:
- Operating Bylaws-Ethical Conduct
 - Conduct and Employment of Athletic Personnel
 - Amateurism
 - Recruiting
 - Eligibility and Academic Requirements
 - Financial Aid
 - Awards, Benefits and Expenses for Enrolled Student Athletes
 - Playing and Practice Sessions
 - Violations and Enforcement
- 3.4 Student expectations and requirements:
This will be an online course comprised of chapter readings, presentations, discussions, case studies, projects, online modules, quizzes, and exams.
- 3.5 Texts and Tentative Materials:
- NCAA Division I Manual: Indianapolis, IN
- Additional course readings and case studies will be provided.

4. Resources:

- 4.1 Library resources: Library resources not needed for course
- 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 National Association of Collegiate Directors of Athletics (NACDA).
- 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 2014

7. Dates of prior committee approvals:

KRS Department _____ 2/10/2014 _____

CHHS Graduate Curriculum Committee _____ 2/24/2014 _____

Graduate Council _____ 3/20/14 _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Eve Main, eve.main@wku.edu, 5-3489

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 591
- 1.2 Course title: Special Topics in Nursing
- 1.3 Abbreviated course title: Special Topics in Nursing
- 1.4 Credit hours: 1-6 Variable credit: yes
- 1.5 Grade type: pass/fail
- 1.6 Prerequisite: Permission of instructor
- 1.7 Course description: Individual or group study on special topics in clinical nursing. (Repeatable to a maximum of 6 hours.)

2. Rationale:

- 2.1 Reason for developing the proposed course: To provide an independent study in a clinical setting for students enrolled in the Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) programs.
- 2.2 Projected enrollment in the proposed course: 6 to 12 students
- 2.3 Relationship of the proposed course to courses now offered by the department: N/A
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is specific to the Master of Science in Nursing and Doctor of Nursing Practice programs and is not offered in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is specific to the School of Nursing.

3. Discussion of proposed course:

- 3.1 Schedule type: C
- 3.2 Learning Outcomes: Student Outcomes specific to the individual topic.
- 3.3 Content outline: Course outline is developed for each course.
- 3.4 Student expectations and requirements: Specific to the independent study course.
- 3.5 Tentative texts and course materials: Specific to the independent study course.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Summer 2014

7. Dates of prior committee approvals:

| | |
|--------------------------------------|------------------|
| School of Nursing Graduate Committee | <u>2-6-2014</u> |
| CHHS Graduate Curriculum Committee | <u>2-24-2014</u> |
| Graduate Council | <u>3/20/14</u> |
| University Senate | <u></u> |

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

Contact Person: Lauren Bland, 745-8860, lauren.bland@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix and number: SLP 596
- 1.2 Course title: International Speech-Language Pathology
- 1.3 Abbreviated course title: International SLP
- 1.4 Credit hours: 3 Variable credit no
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites: Admission to graduate program in SLP and Permission of instructor
- 1.7 Course description: Knowledge and understanding of how speech and language services are rendered in other countries will be gained through study abroad.

2. Rationale:

- 2.1 Reason for developing the proposed course: CD 496G International Speech-Language Pathology has been a popular course since its inception several years ago. The department wishes to continue to give students that opportunity to learn through a study abroad graduate course.
- 2.2 Projected enrollment in the proposed course: 5, based on the number of students who have enrolled in CD 496G in previous years
- 2.3 Relationship of the proposed course to courses now offered by the department: It is the same as CD 496G which is being deleted.
- 2.4 Relationship of the proposed course to courses offered in other departments: Numerous courses offer study abroad opportunities throughout the university
- 2.5 Relationship of the proposed course to courses offered in other institutions: A review of courses at benchmark and state institutions showed no Study Abroad courses in speech-language pathology.

3. Discussion of proposed course:

- 3.1 Schedule type: A
- 3.2 Learning Outcomes: Upon completion of the course, the student will:
 - Examine and assess approaches to speech services in other countries
 - Compare and contrast the difference between educational and health care systems in other countries compared with the U.S
- 3.3 Content outline:
 - Students will travel to different countries and learn about the professional standards for educational preparation and health care coverage for speech-language pathology services.
- 3.4 Student expectations and requirements: Reflective essays; research prior to and following the trip; article summaries
- 3.5 Tentative texts and course materials: To be determined before each course

4. Resources:

- 4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing; the faculty members who teach CD 496G will teach SLP 596
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Communication Sciences and Disorders Department 1/10/2014

CHHS Graduate Curriculum Committee 1/27/2014

Professional Education Council 2/12/14

Graduate Council 3/20/14

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Janice Carter Smith, Janice.smith@wku.edu, 270-745-5875

1. Identification of proposed course:

- 1.1 Course prefix and number: SLP 599
- 1.2 Course title: Thesis Research and Writing
- 1.3 Abbreviated course title: Thesis Research and Writing
- 1.4 Credit hours: 3 hours; repeatable for the required total of 6 hours
- 1.5 Grade type: Pass/Fail
- 1.6 Prerequisites: SLP 500, Admission into the program and permission of the instructor.
- 1.7 Course description: Faculty supervised research project on a topic related to speech-language pathology.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Thesis Research and Writing is required for graduate students pursuing the thesis option of the Master of Science in Speech-Language Pathology.
- 2.2 Projected enrollment in the proposed course:
This is a required course for the Master of Science in Speech-Language Pathology students taking the thesis option. It is expected that initial enrollment will be three to five students a year.
- 2.3 Relationship of the proposed course to courses now offered by the department:
The Communication Sciences and Disorders department currently only offers SLP 500 to introduce students to research concepts, but no thesis course is offered. The thesis course will prepare students to conduct basic research and write in the field of speech-language pathology. Students will begin the process of preparing their thesis in the last two semesters of their coursework, and the thesis research will enable them to delve further into an area covered in previous classes and/or other subject areas of interest in Speech-Language Pathology.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Other departments on campus offer a thesis option to graduates, including: AGRI 599 Thesis/Research Writing, SOCL 599 Thesis Hours, AMS 599 Thesis, CNS 699 Specialist Project, and KIN 599 Thesis Research.

Relationship of the proposed course to courses offered in other institutions: Eastern Illinois University (IL)- C 5890 Thesis Western Illinois University (IL)- 601 Thesis Wichita State University (KS) – CSD 899- Thesis

An examination of benchmark universities shows that each of them offers a thesis course to their graduate students. Such courses include CSD 768 at University of Kentucky, CMDS 699 at

University of Louisville, and CDS 899 at Eastern Kentucky University. Thesis courses are discipline specific in their focus on content, applications, and connections to other studies.

3. Discussion of proposed course:

3.1 Schedule type: R (Research)

3.2 Learning Outcomes:

- Students will demonstrate skills in identifying an appropriate research topic, reviewing appropriate published literature, formulating research questions, designing and conducting a study, and analyzing and discussing research results.
- Students will develop skills in writing about research and research results.

3.3 Content outline:

- Students will conduct research under the direction of a graduate faculty member and thesis committee.

3.4 Student expectations and requirements:

- Complete thesis project with the approval of two committee members and thesis director
- Present thesis to thesis committee for approval
- Pass an oral defense of the thesis

3.5 Tentative texts and course materials:

Students will be expected to own or have access to the latest edition of the American Psychological Association Style Manual:

Publication Manual of the American Psychological Association (6th ed.).
(2010). Washington, D.C.: American Psychological Association.

4. Resources:

4.1 Library resources:

Existing library resources are adequate.

4.2 Computer resources:

Existing computer resources are adequate.

5. Budget implications:

5.1 Proposed method of staffing: Current faculty members will serve as thesis committee members.

5.2 Special equipment needed: None.

5.3 Expendable materials needed: None.

5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Communication Sciences and Disorders Department: 1-10-2014

CHHS Graduate Curriculum Committee: 1/27/2014

Professional Education Council: 2/12/14

Graduate Council 3/20/14

University Senate _____

Attachment: Course Inventory Form

CHHS
Social Work
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Gayle Mallinger, gayle.mallinger@wku.edu 5-3535

1. Identification of proposed course:

- 1.1 Course prefix and number: SWK 678
- 1.2 Course title: Environmental Justice: Theory, Policy, and Practice
- 1.3 Abbreviated course title: Environmental Justice
- 1.4 Credit hours: 3 Variable credit: no
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites/co-requisites: none
- 1.7 Course description: Examines the relationship between environmental practice and social inequity, with grounding in relevant theories, policies, practice and evaluation of micro, mezzo, and macro intervention.

2. Rationale:

- 2.1 Reason for developing the proposed course: SWK 678 will serve as an online elective course in the MSW program. The person-in-environment perspective is a guiding principle of social work. This course enhances the advanced generalist perspective by providing students with the opportunity to explore the natural physical environment as context for individuals, families and communities. In addition, the course offers students the opportunity to connect theory, policy, and practice in concurrence with CSWE accreditation standards. WKU is witnessing a growing interest in graduate courses that address environmental, social, and economic sustainability. In addition to serving MSW students, this course will provide any graduate student interested in environmental policy and practice a potential elective.
- 2.2 Projected enrollment in the proposed course: 20-25 students
- 2.3 Relationship of the proposed course to courses now offered by the department:
Environmental justice may be discussed Human Behavior in the Social Environment (SWK 510), Foundations of Social Policy (SWK 530) and in the Generalist Social Work Practice and Rural Community Development and Organization classes (SWK 520, 523); in contrast, SWK 678 provides an extended analysis on the topic. The MSW program tries to provide electives that focus on a variety of specialized topics to help further develop students for anticipated jobs after graduation.
- 2.4 Relationship of the proposed course to courses offered in other departments:
A graduate course in Public Health is related to the proposed course. PH 584 Principles of Environmental Health discusses “environmental exposures that may lead to adverse health outcomes in communities”. Two graduate courses in Sociology are also related: SOCL 470G Environmental Sociology addresses, among other topics, “social movements and social structural change associated with sustainability, environmental justice, and the rights of nature”; and SOCL 572 Environmental Criminology focuses on “criminological solutions to environmental problems.” Geography & Geology offers a number of courses related to environmental sustainability that are designed for students seeking a Master of Science degree. For instance, GEOS 530 Seminar in Cultural Geography is a seminar-field experience that covers cultural origins and dispersals, environmental perception and behavior, and resulting consequence upon

the geographic landscape. GEOS 544 Environmental Ethics, GEOG 474G Environmental Planning and GEOS 571 Quality of Life are all examples of courses available to students with a science background, especially those enrolled in the MS in Geoscience. The Center for Environmental Education for Sustainability offers four graduate courses (for instance, ENVE 560 Investigating and Evaluating Environmental Issues, ENVE 585 Special Topics) designed to provide teachers with an endorsement (EE) in environmental education. Finally, the MBA offers an emphasis that assists business leaders in their efforts to lead sustainably. SWK 678 provides distinct material on theories and policies that inform effective social work interventions used with vulnerable populations.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
Other MSW programs throughout the United States offer courses centered around environmental justice. The University of Wisconsin, Madison, offers SOWK 6107 Environmental Justice and Development. Portland State University offers SWK 545 Sustainability in Social Work. The University of North Carolina offers SOWO 880 Sustainable Development.

3. Discussion of proposed course:

- 3.1 Schedule type: S
- 3.2 Learning Outcomes: Upon completion of this course, students will:
- Evaluate the efficacy of various theories as they inform environmental justice
 - Articulate the connection between environmental justice and social work values and ethics
 - Evaluate the appropriateness of social work interventions to environmental injustice.
- 3.3 Content outline: The syllabus will include the following topics:
- I. Introduction to Environmental Justice
 - a. Historical Perspectives
 - b. Racial Inequity
 - c. Gender Inequity
 - d. Class inequity
 - II. Theoretical Perspectives
 - a. Ecological Perspective
 - b. Systems Theory
 - c. Risk and Resilience
 - III. Policy
 - a. Local
 - b. State
 - c. National
 - d. Global
 - IV. Practice
 - a. Micro
 - b. Mezzo
 - c. Macro
- 3.4 Student expectations and requirements:
Students will engage in class discussion, complete Blackboard assignments, complete exams based on course readings and lecture materials, reflection papers, case studies, and planned change paper.
- 3.5 Tentative texts and course materials:
The tentative text for this course is:

Gray, M., Coates, J. & Hethrington, T. (2013) *Environmental Social Work*, NY, Routledge Press.

Examples of other readings include:

- Bullard, R. Solid waste sites and the Houston Black community," *Sociological Inquiry* 53 (2) 273-288, 1983.
- Dominelli, L. (2013). Environmental justice at the heart of social work practice: Greening the profession. *International Journal of Social Welfare*, 22(4), 431-439. doi:10.1111/ijsw.12024
- Grise-Owens, E., Miller, J. & Owens, L. (2014). Responding to global shifts: Meta-practice as a relevant social work practice paradigm. *Journal of Teaching in Social Work*, 34 (1) 46-59. doi: 10.1080/08841233.2013.866614
- Miller, S., Hayward, R., & Shaw, T. V. (2012). Environmental shifts for social work: A principles approach. *International Journal of Social Welfare*, 21(3), 270-277. doi:10.1111/j.1468-2397.2011.00848.x
- Mohai, P. & Saha, R. (2007) Racial inequality in the distribution of hazardous waste: a national-level reassessment. *Social Problems*. 54:343-370.
- Schmitz, C. L., Matyók, T., Sloan, L. M., & James, C. (2012). The relationship between social work and environmental sustainability: Implications for interdisciplinary practice. *International Journal of Social Welfare*, 21(3), 278-286. doi:10.1111/j.1468-2397.2011.00855.x
- Williams, O “(2005). Food and Justice: The Critical Link to Healthy Communities.” In *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*, David Naguib Pellow and Robert J. Brulle,(Eds) 117-130. Cambridge: MIT Press, 2005.

4. Resources:

- 4.1 Library resources: Library resources are adequate for this course as explained on the Library resources form
- 4.2 Computer resources: Uses Blackboard and Tegrity. Both have appropriate level of support needed for this course.

5. Budget implications:

- 5.1 Proposed method of staffing: Part of faculty workload or winter/summer DELO offering. Electives are currently offered Fall, Winter, Spring and Summer as part of the typical MSW program.
- 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 2014

7. Dates of prior committee approvals:

| | |
|------------------------------------|-----------------------------|
| Department of Social Work | <u>2/12/14</u> |
| CHHS Graduate Curriculum Committee | <u>2/24/14</u> |
| Graduate Council | <u>3/20/14</u> |
| University Senate | <u> </u> |

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Eve Main, eve.main@wku.edu, 745-3489

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 800
- 1.2 Course title: Maintaining Matriculation
- 1.3 Abbreviated course title: Maintaining Matriculation
- 1.4 Credit hours: 1-3 Variable credit: yes
- 1.5 Grade type: pass/fail
- 1.6 Prerequisites: NURS 780: Clinical Practicum
- 1.7 Course description: For Doctor of Nursing Practice (DNP) students that have completed 6 hours of NURS 780 and have not completed their project and/or technical report in the DNP program.

2. Rationale:

- 2.1 Reason for developing the proposed course: Maintains matriculation in the DNP program following completion of six hours of NURS 780 (Clinical Practicum).
- 2.2 Projected enrollment in the proposed course: 1-5
- 2.3 Relationship of the proposed course to courses now offered by the department: Maintain matriculation.
- 2.4 Relationship of the proposed course to courses offered in other departments: Course is specific to the DNP program and is not offered in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: this course is specifically for WKU School of Nursing Doctor of Nursing Practice students.

3. Discussion of proposed course:

- 3.1 Schedule type: M
- 3.2 Learning Outcomes:
 - Critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes.
 - Develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models.
 - Use and evaluate information systems and technology to improve clinical decision making, and health outcomes.
 - Demonstrate leadership in the critical analysis and application of economic, ethical, political, and social components of health care policy.
 - Demonstrate interprofessional collaboration and leadership skills to improve patient and population health outcomes.
 - Analyze and apply advanced nursing practice concepts of clinical prevention and health promotion to improve health outcomes in relevant populations.

- Apply the relevant advanced practice role to improve patient health outcomes and health care systems
- 3.3 Content outline: specific to the student's clinical project.
- 3.4 Student expectations and requirements: completion of DNP project and/or technical report.
- 3.5 Tentative texts and course materials: None
- 4. Resources:**
 - 4.1 Library resources: previous resources used
 - 4.2 Computer resources: none
- 5. Budget implications:**
 - 5.1 Proposed method of staffing: current faculty
 - 5.2 Special equipment needed: none
 - 5.3 Expendable materials needed: none
 - 5.4 Laboratory materials needed: none
- 6. Proposed term for implementation:** Summer 2014
- 7. Dates of prior committee approvals:**

| | |
|--------------------------------------|-------------------|
| School of Nursing Graduate Committee | 2-6-2014 _____ |
| CHHS Graduate Curriculum Committee | <u>2-24-2014</u> |
| Graduate Council | 3/20/14_____ |
| University Senate | _____ |

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

Contact Person: Beth Plummer, beth.plummer@wku.edu, 5-5739

1. Identification of proposed course:

- 1.1 **Course prefix (subject area) and number:** HIST 609
- 1.2 **Course title:** Seminar in Early Modern Europe, 1350-1750
- 1.3 **Abbreviated course title:** Seminar Early Modern Europe
(maximum of 30 characters or spaces)
- 1.4 **Credit hours:** 3, repeatable one time with a different topic for a total of six credits. **Variable credit** (no)
- 1.5 **Grade type:** Standard Letter Grade
- 1.6 **Prerequisites/corequisites:** None.
- 1.7 **Course description:** Selected thematic and geographically focused topics on political, social, and cultural developments of Early Modern Europe. May be repeated once for credit with a different topic.

2. Rationale:

- 2.1 **Reason for developing the proposed course:**

The number of graduate students M.A. program in History has doubled in the last five years, with potential for continued expansion. This growth has made it necessary to add additional courses in a number of key areas. Currently the history department does not offer any courses devoted exclusively to the field of Early Modern Europe, which is a common sub-field offered in sizeable graduate programs. Until now, a rotating-topics seminar, HIST 606, has been offered as a catch-all course to cover all topics on European History, but is repeatable only once. This course is now being split into three courses to allow the History Department to offer enough courses to satisfy demand from students seeking M.A. degrees with an area of concentration (generally four courses) in Pre-Modern or Modern European History. Most graduate programs, M.A. and Ph.D., in History offer this type of coursework and M.A. students seeking admission to Ph.D. programs in this field need to demonstrate sufficient coursework in this area.
- 2.2 **Projected enrollment in the proposed course:** 10-15, based on current enrollment trends for all graduate history course offerings.
- 2.3 **Relationship of the proposed course to courses now offered by the department:**

HIST 419G (Tudor-Stuart England) covers England over part of the period; HIST 606 (European History) has previously been used to offer similar courses. None of these courses cover the entire time period, geographic area, or historiography of early modern Europe 1350-1750 that will be covered in this course.
- 2.4 **Relationship of the proposed course to courses offered in other departments:**

The Department of Art offers a graduate course in HIST 401G (Art of the Italian Renaissance) and the Department of English offers graduate courses on early modern topics, including ENGL 468G (Early Modern English Literature), ENGL 482G (Shakespeare), and ENGL 486G (The Eighteenth Century). While all of these courses cover cultural aspects of early modern Europe and certainly

complement the study of early modern European history, none of them focuses on the historiography of the time period or specifically on the history of the entire period 1350-1750 throughout Europe.

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

Early Modern Europe is a major field offered in most graduate history programs.

Of our benchmark universities: Central Michigan University offers HIST 741 Early Modern Europe; Eastern Carolina State University offers HIST 6365 Early Modern Europe; Ohio University offers HIST 558 Early Modern Europe; University of North Carolina at Greensboro offers HIS 544 Early Modern Europe.

Among our non-benchmark universities: Harvard University offers HIST 81a History of Early Modern Europe; University of Nebraska-Lincoln offers HIST 931 Readings and Problems in Early Modern Europe; Ohio State University offers HIST 713 Colloquium in Early Modern Studies; University of California, Berkeley offers HIST 275 Early Modern Europe; The University of Virginia offers HIST 7002 Graduate Seminar—Early Modern Europe; Johns Hopkins University offers HIST 100.785 and HIST 100.786 General Seminar: Early Modern Europe; University of Pennsylvania offers HIST 620 Early Modern Europe.

3. Discussion of proposed course:

3.1 **Schedule type: S**

3.2 **Learning Outcomes:**

Students will be expected to be able to:

- Understand current major scholars, scholarly interpretations, and methodologies in the field of Early Modern European Studies.
- Discuss the most recent trends of research and historiography on Early Modern History.
- Demonstrate ability to understand and interpret critically Early modern primary sources using tools of professional historians.
- Demonstrate critical analytical and interpretative skills necessary for professional teachers and historians through discussions, article abstracts, analytical essays, and research paper.

The course will:

- Provide a basis for further studies and research in Pre-Modern Europe, whether as an MA examination field, a teaching area for secondary educators, or research area for students considering a MA thesis or Ph.D. studies.

3.3 **Content outline:**

The course will be offered on various topics. Recent early modern topics offered as 606 are Early Modern Spain; Gender in Early Modern Europe; Toleration and Persecution in Early Modern Europe. The course outline given below is from the latter, and is representative of the type of seminar that could be offered. Different semesters, and instructors, could focus on different topics, depending on the needs of the students:

Week One: Introduction

Primary Sources:

Thomas Aquinas, [Question 11: Heresy](#), from *Summa Theologica*

John Locke, [A Letter Concerning Toleration](#)

Secondary:

David Nirenberg, "Introduction," in *Communities of Violence*, 3-17

Benjamin Kaplan, "Introduction," in *Divided by Faith*, 1-12

C. Scott Dixon, "Living with Religious Diversity in Early Modern Europe," in *Living with Religious Diversity*, 1-20

SECTION ONE: Persecution and Violence

Week Two: Creating the Other

- R.I. Moore, "A Persecuting Society," in *The Formation of a Persecuting Society, 950-1250* (2007), 144-171
- Jennifer Kolpacoff Deane, "The Contours of Authority in Medieval Christendom," in *A History of Medieval Heresy and Inquisition*, 1-24
- Kaplan, "Corpus Christianum," 48-72
- Ragnhild Johnsrud Zorgati, "Mixed Marriages in Islamic and Christian Law," in *Pluralism in the Middle Ages: Hybrid Identities, Conversion, and Mixed Marriages in Medieval Iberia*, 92-128

Week Three: Communal Violence

- David Nirenberg, [*Communities of Violence*](#) (online at ACLS Humanities E-Book)

Week Four: Heresy and Inquisition

Primary:

- Lu Ann Homza, *The Spanish Inquisition*, 27-49

Secondary:

- Hozma, "Introduction," ix-xxxvii.
- William Monter, "Heresy Executions in Reformation Europe, 1520-1565," in *Tolerance and Intolerance in the European Reformation*, 48-64
- Alistair Duke, Judith Pollmann, and Andrew Spicer, "The Inquisition and the Repression of Religious Dissent in the Hapsburg Netherlands, 1521-1566," in *Dissident Identities in the Early Modern Low Countries*, 99-118
- Jeffrey Watt, "Calvin's Geneva Confronts Magic and Witchcraft: The Evidence from the Consistory," *Journal of Early Modern History* 17 (2013): 215-244
- Kim Siebenhüner, "Conversion, Mobility, and the Roman Inquisition in Italy around 1600," *Past & Present* 200 (2008): 5-35

Week Five: Popular Violence and Martyrdom during the Reformation

Required:

- Kaplan, "A Holy Zeal," and "Flashpoints," in *Divided by Faith*, 17-47
- Natalie Zemon Davis, "Writing the 'Rites of Violence' and Afterward," *Past & Present*, Suppl. 7 (2012): 8-29

and

Choose One (1) below:

- Brad Gregory, "The Willingness to Kill," in *Salvation at the Stake*, 74-96
- Alexandra Walsham, "Godly Zeal and Furious Rage: Prejudice, Persecution and the Populace," in *Charitable Hatred*, 106-159
- Thomas A. Brady, "Limits of Religious Violence in Early Modern Europe," in *Religion und Gewalt*, edited by Kaspar von Greyerz and Kim Siebenhüner, 125-51

Week Six: Book Review and discussions

SECTION TWO: On Toleration

Week Seven: Arguments for Toleration

Primary Source:

- Sebastian Castellio, "[*Concerning Heretics*](#)," 121-140 (online at ACLS Humanities E-Book)
- Estes, *Whether Secular Government Should Wield the Sword*, 41-72

Secondary (Choose 4):

- Istvan Bejczy, "Tolerantia: A Medieval Concept," *Journal of the History of Ideas* 58 (1997): 365-384.
- Gary Remer, "Ha Me'iri's Theory of Religious Toleration," in *Beyond the Persecuting Society*, 71-91

Hans Guggisberg, "The Defense of Religious Toleration and Religious Liberty in Early Modern Europe: Arguments, Pressures, and Some Consequences," *History of European Ideas* 4 (1983), 35-50
John Coffey, "Protestant Theories of Toleration," in *Persecution and Toleration in England, 1558-1689*, 47-77
Mario Turchetti, "Religious Concord and Political Tolerance in Sixteenth and Seventeenth-Century France" *Sixteenth Century Journal* 22 (1991): 15-25

Week Eight: Managing Religious Schism

Kaplan, *Divided by Faith*, 73-293

Week Nine: Establishing Peace/Setting Borders

Primary:

[Peace of Augsburg](#)

Edict of Nantes

Secondary:

Barbara Diefendorf, "Waging Peace: Memory, Identity, and the Edict of Nantes," in *Religious Differences in France: Past and Present*, edited by Kathleen Perry Long, 19-49

Christine Kooi, "War and Peace," in *Calvinists and Catholics in Holland's Golden Age*, 16-43

Scott Sowerby, "Forgetting the Repealers: Religious Toleration and Historical Amnesia in Later Stuart England," *Past & Present* 215 (2012): 85-123

Philip Benedict, "Religion and Politics in Europe, 1500-1700," *Religion und Gewalt*, 155-173

Week Ten: Religion, Politics, and Toleration

Ethan Shagan, *The Rule of Moderation: Violence, Religion, and the Politics of Restraint in Early Modern England*

SECTION THREE: Coexistence and Multiconfessionalism

Week Eleven: Religious Pluralism and Multiconfessionalism

Thomas Max Safley, "Multiconfessionalism: A Brief Introduction," in *A Companion to Multiconfessionalism in the Early Modern World* (Leiden: Brill, 2011), 1-19

Willem Frijhoff, "How Plural were the Religious Worlds in Early Modern Europe? Critical Reflections from the Netherlandic Experience," in *Living with Religious Diversity*, 21-51

Mark Greengrass, "Living Religious Diversity," in *Living with Religious Diversity*, 281-295

Randolph Head, "Religious Coexistence and Confessional Conflict in the Vier Dörfer: Practices of Toleration in Eastern Switzerland, 1525-1615," *Beyond the Persecuting Society*, 145-65

Week Twelve: Emigration and Migration

Primary Source:

"The Book of the Protector of Religion against the Unbelievers," in *In the Lands of the Christians: Arabic Travel Writing in the Seventeenth Century*, edited by Nabile Matar, 5-44

Secondary:

Mercedes García-Arenal and Gerard Wiegers, *A Man of Three Worlds: Samuel Pallache, a Moroccan Jew in Catholic and Protestant Europe*

Week Thirteen: Religious Diversity in Practice

Choose Four (4):

- Alexandra Walsham, "Supping with Satan: Spiritual and Secular Sociability in Post-Reformation England," in *Getting Along: Religious Identity and Confessional Relations in Early Modern England*, 29-56
- Jesse Spohnholz, "Multiconfessional Celebration of the Eucharist in Sixteenth-Century Wesel," *Sixteenth Century Journal* 39 (2008): 705-729
- Daniel Jütte, "Interfaith Encounters between Jews and Christians in the Early Modern Period and Beyond: Toward a Framework," *American Historical Review* 118 (2013): 378-400
- Magda Teter, "'Bad and Cruel Catholics' Christian Sins and Social Intimacies between Jews and Christians," in *Jews and Heretics in Catholic Poland*, 59-79
- Keith Luria, "Separated by Death? Cemeteries, Burials, and Confessional Boundaries," in *Sacred Boundaries: Religious Coexistence and Conflict in Early Modern France*, 103-142

Week Fourteen: Christian Europe and Global Interactions

- Kaplan, "Infidels," in *Divided by Faith*, 294-330
- Elisheva Carlebach, "Jewish Responses to Christianity in Reformation Germany," in *Jews, Judaism, and the Reformation in Sixteenth-Century Germany*, edited by Dean Bell and Stephen Burnett, 451-80
- Charles Parker, "Converting Souls Across Cultural Borders: Dutch Calvinism and Early Modern Missionary Enterprises," *Journal of Global History* 8 (2013): 50-71

Conclusion

Week Fifteen: The Enlightenment

- Kaplan, "Enlightenment?" 333-358
- Ernst Wangermann, "Confessional Uniformity, Toleration, Freedom of Religion: An Issue for Enlightened Absolutism in the Eighteenth Century," in *Diversity and Dissent: Negotiating Religious Difference in Central Europe, 1500-1800*, edited by Howard Louthan, Gary B. Cohen and Franz A. J. Szabo (Oxford: Berghahn, 2011), 209-218
- Javier Fernández Sebastián, "Toleration and Freedom of Expression in the Hispanic World between Enlightenment and Liberalism," *Past & Present* 211 (2011): 159-197

3.4 Student expectations and requirements:

Students will be required to read and evaluate scholarly literature in the field, engage in scholarly discussions and debates about Early Modern Europe, and engage in research projects using the methods and approaches of Early Modern history. Students will turn in approximately 35-40 pages of formal written work for grades in the form of article abstracts, book reviews, secondary analytical essays, and research papers. The students will be graded on participation in class discussions and all written work.

3.5 Tentative texts and course materials:

Course topics and themes will vary as will the course materials. In general, students will be expected to read at least 150-200 pages per week in the form of scholarly articles and books. See above in 3.3 for an example of how this works in practice.

Potential reading lists for an upcoming course. In most cases, chapters from below will be supplemented by primary sources, journal articles, and some whole books:

New Trends in Early Modern European History

General Overview:

Wiesner, Merry. *Early Modern Europe, 1450-1789*

Kümin, Beat. *The European World 1500-1800: An Introduction to Early Modern History.*

Food and Leisure:

Cowan, Brian. *Social Life of Coffee: The Emergence of the British Coffeehouse*
 Pickard, Susan. *A Revolution in Taste: The Rise of French Cuisine, 1650-1800.*
 Sajdi, Dana. *Ottoman Tulips, Ottoman Coffee: Leisure and Lifestyle in the Eighteenth Century.*

News and Information

Chartier, Roger. *The Author's Hand and the Printer's Mind: Transformations of the Written Word in Early Modern Europe.*
 Cressy, David. *Dangerous Talk: Scandalous, Seditious, and Treasonable Speech in Pre-Modern England.*
 Ghobrial, John-Paul. *The Whispers of Cities: Information Flows in Istanbul, London, and Paris in the Age of William Trumbull.*
 Pettegree, Andrew. *The Invention of News: How the World Came to Know about Itself.*
 Sherman, William. *Used Books: Marking Readers in Renaissance England*

Travel, Pluralism, Multicultural Exchange

Brotton, Jerry. *Trading Territories: Mapping the Early Modern World.*
 Game, Allison. *Web of Empire: English Cosmopolitans in an Age of Expansion, 1560-1660*
 Rowe, Erin. *Saint and Nation: Santiago, Teresa of Avila, and Plural Identities in Early Modern Spain.*
 Ruiz, Teofilo. *A King Travels: Festive Traditions in Late Medieval and Early Modern Spain.*

New History of the Family

Cavallo, Sandra. *A Cultural History of Childhood and Family in the Early Modern Age*
 Houston, R.A. *Bride Ales and Penny Weddings: Recreations, Reciprocity, and Regions in Britain from the Sixteenth to the Nineteenth Centuries.*
 Mellyn, Elizabeth. *Mad Tuscans and their Families: A History of Mental Disorder in Early Modern Italy.*
 Newton, Hannah. *The Sick Child in Early Modern England, 1580-1800.*

Gender

De Frauso, Catalina. *Lieutenant Nun: Memoir of a Basque Transvestite in the New World.*
 Gowing, Laura. *Gender Relations in Early Modern England.*
 Herbert, Amanda. *Female Alliances: Gender, Identity, and Female Friendship in Early Modern Britain*
 Laqua-O'Donnell, Simone. *Women and the Counter-Reformation in Early Modern Munster.*
 Roberts, Benjamin. *Sex and Drugs before Rock 'n' Roll: Youth Culture and Masculinity during Holland's Golden Age.*
 Simons, Patricia. *The Sex of Men in Premodern Europe: A Cultural History.*
 Tlusty, Ann. *The Martial Ethic in Early Modern Germany*

Urban History

Benedict, Philip, ed. *Cities and Social Change in Early Modern France*
 Benes, Carrie. *Urban Legends: Civic Identity and the Classical Past.*

Poverty

McIntosh, Marjorie. *Poor Relief in England 1350-1600.*
 Terpstra, Nicolas. *Cultures of Charity: Women, Politics, and the Reform of Poor Relief in Renaissance Italy.*

Crime and Punishment:

Freedman, Jeffrey. *A Poisoned Chalice*
 Harrington, Joel. *Faithful Executioner: Life and Death, Honor and Shame in the Turbulent Sixteenth Century.*
 Harrington, Joel. *The Unwanted Child: The Fate of Foundlings, Orphans, and Juvenile Criminals in Early Modern Germany.*
 Robisheaux, Tom. *The Last Witch of Langenburg: Murder in a German Village*

Political Changes:

Castiglione, Caroline. *Accounting for Affection: Mothering and Politics in Rome, 1630-1730.*
 Coy, Jason et. al *The Holy Roman Empire, A Reconsideration*
 Head, Randy. *Jenatsch's Axe: Social Boundaries, Identity, and Myth in the Era of the Thirty Years' War.*
 Lynn, Kimberly. *Between Court and Confessional: The Politics of Spanish Inquisition*

Economic History:

- Crowston, Clare. *Credit, Fashion, Sex: Economies of Regard in Old Regime France*.
Goldgar, Anne. *Tulipmania: Money, Honor, and Knowledge in the Dutch Golden Age*.
Häberlein, Mark. *The Fuggers of Augsburg: Pursuing Wealth and Honor in Renaissance Germany*.
Smith, Pamela and Paula Findlan, eds. *Merchants and Marvels: Commerce, Science, and Art in Early Modern Europe*.

Environment, Climate, and Time

- Behringer, Wolfgang. *A Cultural History of Climate*.
Edelstein, Dan. *The Terror of Natural Right: Republicanism, the Cult of Nature and the French Revolution*.
Koslofsky, Craig. *Evening's Empire: A History of the Night in Early Modern Europe*.
Warde, Paul. *Ecology, Economy, and State Formation in Early Modern Germany*.

Science and Supernatural

- Cameron, Euan. *Enchanted Europe: Superstition, Reason, and Religion, 1250-1750*.
Harkness, *The Jewel House: Elizabethan London and the Scientific Revolution*.
Midelfort, Erik. *Exorcism and Enlightenment: Johann Joseph Gassner and the Demons of Eighteenth-Century Germany*.

Medicine and Health

- Bowers, Kristy Wilson. *Plague and Public Health in Early Modern Seville*.
Lindemann, Mary. *Medicine and Society in Early Modern Europe*.

Material Culture:

- Findlen, Paula. *Early Modern Things: Objects and their Histories, 1500-1800*

4. Resources:

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

5. Budget implications:

- 5.1 **Proposed method of staffing:** Current faculty is sufficient. Faculty in the field of Early Modern history will now teach this course instead of HIST 606 as part of their normal course rotation.
5.2 **Special equipment needed:** None
5.3 **Expendable materials needed:** None
5.4 **Laboratory materials needed:** None

6. Proposed term for implementation: Summer 2014

7. Dates of prior committee approvals:

Department of History

January 27, 2014

PCAL College Curriculum Committee

February 6, 2014

Graduate Council

3/20/14

University Senate

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, 5-5744

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: RELS 600
- 1.2 Course title: MAINTAIN MATRICULATION
- 1.3 Abbreviated course title: MAINTAIN MATRICULATION
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit (yes or no)
- 1.5 Grade type: NG
- 1.6 Prerequisites/corequisites: Graduate student in Religious Studies.
- 1.7 Course description:

2. Rationale:

- 2.1 Reason for developing the proposed course: We neglected to create such a course when we implemented the program Fall semester 2011. We need this course for our students who are finishing up their theses or final projects and already have completed all other course work.
- 2.2 Projected enrollment in the proposed course: 1-2 per semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is necessary for graduate students in Religious Studies who are completing their degree requirements.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is very similar to other such courses in other graduate programs across the WKU campus. Two good examples are ENG 600 and HIST 600.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Such a course is standard at colleges and universities across the country.

3. Discussion of proposed course:

- 3.1 Schedule type: M
- 3.2 Learning Outcomes: N/A
- 3.3 Content outline: N/A
- 3.4 Student expectations and requirements: N/A
- 3.5 Tentative texts and course materials: N/A

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty in Religious Studies.
- 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: 201430

7. Dates of prior committee approvals:

| | |
|---------------------------------------|-------------------------|
| Religious Studies program | <u>1/29/14</u> |
| Department of Philosophy and Religion | <u>1/29/14</u> |
| Potter College Curriculum Committee | <u>February 6, 2014</u> |
| Graduate Council | <u>3/20/14</u> |
| University Senate | <u></u> |

**University College
School of Professional Studies
Proposal to Create a New Course
(Action Item)**

Contact Person: John Baker, john.baker1@wku.edu, 745-5149

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: LEAD 440G
- 1.2 Course title: Leading Teams
- 1.3 Abbreviated course title: Leading Teams
- 1.4 Credit hours: 3 credit hours Variable credit (NO)
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisite: Graduate standing or instructor's permission
- 1.7 Course catalog listing: Study of issues impacting team leaders and members; emphasis on examining and analyzing solutions for effective team leadership.

2. Rationale:

- 2.1 Reason for developing the proposed course: LEAD 440G would provide students an additional course to select for both the certificate and program electives in Organizational Leadership; presently, there are only two elective courses. LEAD 440G provides a deliberate focus on aspects of effective team leadership – particularly important and useful when students engage in various academic organizations, club activities, intramural sports, and/or varsity athletics. Moreover, many potential employers organize duties and responsibilities around teams. As such, LEAD 440G would also prove especially beneficial to students' careers by introducing them to competencies and skills to interact and lead teams in professional contexts. LEAD 440G supports WKU's mission by providing content on developing a leader's ability to effectively lead a team and serve as an effective team member as teams engage complex global problems to find solutions. LEAD 440G would serve as a course in a JUMP program between the undergraduate Organizational Leadership major and the Organizational Leadership master's program. LEAD 440G differs from LEAD 440 by providing graduate students the opportunity to gain a deeper and more thorough understanding of team leadership through enhanced readings and team projects.
- 2.2 Projected enrollment in the proposed course: 440G will be 10 to 15; 440 is normally 20 to 25 per semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: Students study multiple, fundamental aspects of leadership in LEAD 500 to include an overview of team leadership. LEAD 500 is not designed to provide students a thorough and comprehensive understanding of team leadership. This course is designed to provide students a deeper, more meaningful understanding of team leadership, various models of team leadership and the dynamics involved in effective team leadership.
- 2.4 Relationship of the proposed course to courses offered in other departments: the following courses are offered at WKU, but provide only specific academic discipline leadership perspectives and not broader, more comprehensive opportunities to focus on teams and team leadership proposed by LEAD 440G:

AMS 590: Operations Leadership
COMM 586: Processes of Group Communication
GWS 625: Women and Leadership
HCA 555: Health Care Preparedness and Leadership

NURS 700: Leadership and Organizational Theory
PSY 551: Social Psychology of Organizations
REC 437G: Outdoor Leadership Expedition
SWKR 522: Group Dynamics in Social Work Practices

- 2.5 Relationship of the proposed course to courses offered in other institutions: the following universities offer courses similar to LEAD 440G:

Central Michigan University (benchmark)
PSY 531 – Group Dynamics

Middle Tennessee State University (benchmark)
LEST/MRAT 6000 – Creative Leadership and Collaboration

Michigan State
MGT 480 – Leadership and Team Management

Rice University
Leading and Managing High Performing Teams
(taught as a module in Rice’s Graduate Certificate in Leadership, no course number)

Albert Magnus College
LDR-600-1 Team Building & Leadership in the Field

3. Discussion of proposed course:

- 3.1 Schedule type: L – Lecture

- 3.2 Learning Outcomes (*italics indicate the difference in learning outcomes between LEAD 440 and 440G*):

- analyze team processes to *gain a deeper understanding* of the effectiveness of team leaders and team members in organizations;
- gain a *more thorough* understanding of effective team leader behaviors to mold team members into high performance teams;
- apply conflict management strategies to solve *complex, larger-scale* issues among team members *and organizations*;
- evaluate interpersonal skills in leading team members *to predict appropriate team behavior*;
- evaluate dysfunctional teams *then develop solutions to remedy dysfunction*.

- 3.3 Content outline:

- Historical development of team leadership and concepts;
- Models of team leadership;
- Models of conflict management;
- Effective team leader behaviors;
- Team leader interpersonal competencies and skills;
- Dysfunctional teams;
- Current team leadership cases and topics;
- Other topics as determined by student interest and current events.

- 3.4 Student expectations and requirements: Student expectations may include reading assigned academic journal articles and text materials, participating actively in class discussions, leading class discussions on assigned topics, completing written reviews of literature, and conducting

analyses of team leadership case studies. Graduate students will form one or two teams for the duration of the class and conduct graduate-level research to achieve learning outcomes to further their understanding of team dynamics. An in-depth paper on a team leadership topic and case-study final exam for graduate students will replace two shorter papers, mid-term and final exam for undergraduate students.

3.5 Tentative texts and course materials:

LaFasto, F. and Larson, C. (2001). *When Teams Work Best*. Thousand Oaks, CA: Sage Publishing.

Levi, D. (2011). *Group Dynamics for Teams*. Thousand Oaks, CA: Sage Publishing.

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

4. Resources: adequate.

4.1 Library resources: Currently inadequate but necessary titles have been ordered and will be added to the collection at which point resources will be considered “adequate” - see Library Resource Form.

4.2 Computer resources: adequate.

5. Budget implications: none.

5.1 Proposed method of staffing: Current Leadership Studies faculty will be responsible for teaching the course. The University College has committed to providing additional resources to support LEAD 440G should the teaching and advising requirements exceed the capacity of the Leadership Studies program.

5.2 Special equipment needed: none.

5.3 Expendable materials needed: none.

5.4 Laboratory materials needed: none.

6. Proposed term for implementation: Spring 2015.

7. Dates of prior committee approvals:

School of Professional Studies 1/31/14

University College Curriculum Committee 2/24/14

Graduate Council __3/20/14_____

University Senate _____

Bibliography
Lead 440G

- Barge, J. K. (1994). *Leadership: Communication Skills for Organizations and Groups*. New York: St. Martin's Press.
- Barna, G. (2001). *The Power of Team Leadership: Achieving Success Through Shared Responsibility*. New York: Random House Inc..
- Bellman, G. M. (1992). *Getting Things Done When You Are Not in Charge: How to Succeed from A Support Position*. San Francisco: Berrett-Koehler Publishers.
- Bennis, W. G. (1985). *Leaders: The Strategies for Taking Charge*. New York: Harper & Row.
- Harrington-Mackin, D. (1994). *The Team Building Tool Kit*. New York: American Management Association.
- Hesselbein, F. and Johnston, R., editors (2002). *A Leader to Leader Guide On High-Performance Organizations*. New York: Jossey-Bass.
- Isgar, T. (1995). *The Ten Minute Team: 10 Steps to Building High Performing Teams*. Boulder, CO: Seluera Press.
- Maddux, R. B. (1992). *Team Building: An Exercise in Leadership* (rev. ed.). Menlo Park, CA: Crisp.
- Maxwell, John C.(2001). *The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*. Nashville: Thomas Nelson.
- Miller, C. (1995). *The Empowered Leader*. Nashville: Broadman & Holman.
- Montebello, A. R. (1994). *Work Teams That Work: Skills for Managing Across the Organization*. Minneapolis: Best Sellers Publishing.
- Parker, G. (1999). *Team Players and Teamwork*, San Francisco: Jossey-Bass.
- Sanborn, M. (1992) *Teambuilt: Making Teamwork Work*. New York: Mastermedia Limited.
- Scholtes, P. (1988). *The Team Handbook*. Joiner Associates.

**University College
Department of Leadership Studies
Proposal to Create a New Course
(Action Item)**

Contact Person: John Baker, john.baker1@wku.edu , 745-5149

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: LEAD 450G
- 1.2 Course title: Leadership in Global Context
- 1.3 Abbreviated course title: Leadership in Global Context
- 1.4 Credit hours: 3 credit hours Variable credit (NO)
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisite: Graduate standing or instructor's permission
- 1.7 Course catalog listing: Study and analysis of cultural impacts on successful leadership in various global areas. Focus on cultural theories and models that influence leadership across contexts.

2. Rationale:

2.1 Reason for developing the proposed course: LEAD 450G would provide students an additional course to select for both the certificate and program electives in Organizational Leadership; presently, there are only two elective courses available within Leadership Studies for Masters-level students. WKU graduates should have an understanding of the ways in which leadership varies depending on cultural and environmental factors. This course supports the growing focus on leadership from global perspectives and in multiple contexts, e.g., political, business, education, non-profit sectors. LEAD 450G would serve as a course in a JUMP program between the undergraduate Organizational Leadership major and the Organizational Leadership master's program. LEAD 450G differs from LEAD 450 by providing graduate students the opportunity to gain a deeper understanding of leadership in a global context through enhanced readings and term projects.

2.2 Projected enrollment in the proposed course: 450G will be 10 to 15: 450 is normally 20 to 25 per semester.

2.3 Relationship of the proposed course to courses now offered by the department: Students study multiple, fundamental aspects of leadership in LEAD 500 to include an overview of global leadership perspectives. LEAD 500 is not designed to provide students a thorough and comprehensive understanding of global leadership perspectives. This course is designed to provide students a deeper, more meaningful understanding of global leadership, various perspectives of global leadership and the challenges one encounters when leading in different cultures.

2.4 Relationship of the proposed course to courses offered in other departments: the following courses offer a global perspective, but from a specific academic discipline. LEAD 450G would provide a specific global leadership focus.

COMM 531: Global Leadership Communication
COMM 731: Global Communication for Leaders
GERO 581: Global Aging
GWS 555: Global and Cross-Cultural Perspectives on Women
KIN 509: Sport in Multicultural Society

2.5 Relationship of the proposed course to courses offered in other institutions: the following universities offer courses similar to LEAD 450G, most without a focus on leadership:

Ball State (benchmark)
MGT 601: International Issues in Marketing and Management

POLS 610: Issues in International Relations

Northern Kentucky University
COM 575: Intercultural Communication
MGT 660: International Management

Ohio University (benchmark)
COMS 5200: Cross-Cultural Communication
SOC 6070: Graduate Seminar in Globalization

Northern Illinois University (benchmark)
MGMT 647: International Management
PSPA 671: Public Management in A Globalized Environment

3. Discussion of proposed course:

3.1 Schedule type: L – Lecture

3.2 Learning Outcomes (*italics indicate the difference in learning outcomes between LEAD 450 and 450G*):

- *gain a deeper understanding of* the cultural impact on leadership styles and behaviors;
- *analyze at a deeper level* cultural differences;
- *gain a more thorough* understanding of the role of environmental factors that impact leadership;
- *apply* the current research on global leadership skills and competencies;
- *analyze* current events and resulting leader responses from a cultural perspective.

3.3 Content outline:

- Cultural theories and models such as the GLOBE study;
- Cross-cultural impact on leadership theories and models;
- Impact of culture on leadership styles;
- Analysis of specific successful leaders in individual global contexts;
- Identification and development of individual research topics related to selected global leaders;
- Presentation of individual research projects that focus on individual leaders.

3.4 Student expectations and requirements: Students will be evaluated on their analyses of assigned leaders. They will have regular discussions on assigned topics and group projects developed especially for meeting the objectives. Graduate students will conduct graduate-level research to achieve learning outcomes to further their understanding of global leadership and will be expected to lead class discussions. An in-depth paper on a global leadership topic and case-study final exam for graduate students will replace a shorter paper, mid-term and final exam for undergraduate students.

3.5 Tentative texts and course materials: Texts such as the following may serve for the course:

Crosby, B. C.(1990). *Leadership for global citizenship: Building transnational community*. Thousand Oaks. CA: Sage.

Lewis, R. D. (2006). *When cultures collide: Leading across cultures*. Boston: Nicholas Brealey.

Link, W. Corral, T, & Gerzon, M. (2006). *Leadership is global: Co-creating a more humane and sustainable world*. Shinnysoon Foundation. Global Leadership Network.

Marquardt, M. J., Berger, N. O. (2000). *Global leaders for the 21st century*. Albany, N.Y.: State University of New York.

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

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current Leadership Studies faculty will be responsible for teaching the course. The University College has committed to providing additional resources to support LEAD 450G should the teaching and advising requirements exceed the capacity of the Leadership Studies program
- 5.2 Special equipment needed: none.
- 5.3 Expendable materials needed: none.
- 5.4 Laboratory materials needed: none.

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

School of Professional Studies 1/31/14

University College Curriculum Committee 2/24/14

Graduate Council __3/20/14__

University Senate _____

Bibliography
Lead 450G

- Hames, R. D. (2007) *The five literacies of global leadership*. San Francisco: Jossey-Bass.
- Heifetz, R. A. & Linsky, M (2002). *Leadership on the line: staying alive through the dangers of leading*. Boston: Harvard University Press.
- Hisrich, R. D. (2010). *International entrepreneurship*. Thousand Oaks, CA.: Sage.
- Hofstede, G. (1997). *Culture and organizations: software of the mind*. New York: McGraw Hill.
- House, R.J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2007). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Thousand Oaks, CA: Sage.
- Lumby, J. & Coleman, M. (2007). *Leadership and diversity: Challenging theory and practice in education..* Thousand Oaks, CA: Sage.
- Lederach, J. P. (2004). *Building peace: Sustainable reconciliation in divided societies*. Washington: U.S. Institute of Peace Press.
- Lengel , L. & Warren, J. T. (2009). *Casting gender: Women and performance in the intercultural contexts*. New York: Peter Lang.
- Moodian, M. A. (2009). *Contemporary leadership and intercultural competence: Exploring the cross cultural dynamics within organizations*. Thousand Oaks, CA.: Sage.
- Mooij, M. (1998). *Global marketing and advertising: Understanding global paradoxes*. Thousand Oaks, CA: Sage.
- Trompenaars, F. & Hampden-Turner, C. (1998). *Riding the waves of culture: Understanding cultural diversity in global business* (2nd ed). New York: McGraw-Hill.

**University College
Diversity & Community Studies
Proposal to Create a New Course
(Action Item)**

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SUST 512
 - 1.2 Course title: Foundations of Sustainability
 - 1.3 Abbreviated course title: Foundations Sustainability
(maximum of 30 characters or spaces)
 - 1.4 Credit hours: 3 Variable credit (no)
 - 1.5 Grade type: Standard
 - 1.6 Prerequisites/corequisites: none
- Course description: Examination of the social, economic, and environmental principles of sustainability, with a focus on case studies at both local and global levels.

2. Rationale:

- 2.1 Reason for developing the proposed course: SUST 512 will serve as an elective in the online MA program in Social Responsibility & Sustainable Communities (SRSC) and will also be useful for graduate students in other disciplines—particularly those in the humanities and social sciences—interested in gaining a foundation into the principles of sustainability. Students in the SRSC have repeatedly indicated that they want credentials in sustainability, and this course will address that need by examining the general themes of sustainability and also providing the background for subsequent sustainability coursework in various departments..
- 2.2 Projected enrollment in the proposed course: Based on current enrollment in SRSC electives, 10-15 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: As already mentioned, SUST 512 is intended to enhance the offerings in the SRSC. It will provide the theoretical underpinnings for sustainability science and practice and be the background for subsequent sustainability classes offered by any department on campus.
- 2.4 Relationship of the proposed course to courses offered in other departments: Geography & Geology offers a number of courses related to environmental sustainability that are designed for students seeking a Master of Science degree. For instance, GEOS 530 Seminar in Cultural Geography is a seminar-field experience that covers cultural origins and dispersals, environmental perception and behavior, and resulting consequence upon the geographic landscape. GEOS 544 Environmental Ethics, GEOG 474G Environmental Planning, and GEOS 571 Quality of Life are all examples of courses available to students with a science background, especially those enrolled in the MS in Geoscience. Two graduate courses in Sociology are also related: SOCL 470G Environmental Sociology addresses, among other topics, “social movements and social structural change associated with sustainability, environmental justice, and the rights of nature”; and SOCL 572 Environmental Criminology focuses on “criminological solutions to environmental problems.” The Center for Environmental Education for Sustainability offers four graduate courses (for instance, ENVE 560 Investigating and Evaluating Environmental Issues, ENVE 585 Special Topics) designed to provide teachers with an endorsement (EE) in environmental education. Finally, the MBA offers an emphasis that assists business leaders in their efforts to lead sustainably. SUST 512 will be the first graduate course that does not require a specific scientific background. Instead, it provides a thorough foundation of the topic and examines the three primary components of sustainability (economic, environmental, and social)

together in one class. Other courses contribute to the growing knowledge about sustainability (in science, business, or education). SUST 512 is specifically designed for advanced students whose educational background is in the humanities and/or social sciences and whose career paths are leading them toward sustainability.

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

The University of Louisville offers ANTH 601 Political Ecology, which deals in part with “ecopolitical debates provoked by environmental change and plunder.” No other Kentucky graduate courses like this were found. University of Southern California offers CE 599 Principles of Sustainable Development, and Boston University’s graduate certificate in applied sustainability offers MET AD 620 Law, Regulation, and Sustainability and MET AD 617 Human & Ecological Systems.

3. Discussion of proposed course:

3.1 Schedule type: S

3.2 Learning Outcomes:

- Understand the theoretical bases and history of sustainability;
- Examine specific components of sustainability (i.e., economic, social, and environmental) through various case studies;
- Analyze proposed actions through a lens of sustainability to ensure the robustness of potential solutions;
- Evaluate the appropriateness of specific societal decisions in the face of sustainability concerns.

3.3 Content outline: The syllabus will deal with such topics as these:

- I. Sustainability Overview
 - a. Economic needs
 - b. Environmental resources
 - c. Social stability
- II. Economics
 - a. Sustainable Development
 - b. Multinational corporate resource systems
 - c. International development and the Millennium goals
- III. Environment and Resources
 - a. Ecological systems
 - b. Pollution and its impacts
 - c. Natural Resources
- IV. Social Stability
 - a. The impacts of a stable economy and environment on social function
 - b. Political organization that maximizes sustainable goals
 - c. Overall interaction of each component and the necessity of each to succeed in a modern world of rapidly expanding population and resource demands

3.4 Student expectations and requirements:

Students will engage in discussion of the readings, conduct research (participatory and/or theoretical) resulting in several short essays or one semester-long research paper; additional requirements may include presentations and group projects. A final exam that summarizes the knowledge gained.

3.5 Tentative texts and course materials:

Alcamo, Joseph, Detlef van Vuuren, Claudia Ringler, Wolfgang Cramer, Toshihiko Masui, Jacqueline Alder, and Kerstin Schulze. 2005. Changes in nature’s balance sheet: Model-based estimates of future worldwide ecosystem services.

Ausubel, Jesse H., and Paul E. Waggoner. 2008. Dematerialization: Variety, caution, and persistence. *Proceedings of the National Academy of Sciences* 105 (35): 12774-12779.

- Bongaarts, John. 1994. Population-policy options in the developing world. *Science* 263 (5148): 771-776.
- Burby, Raymond (1998). *Cooperating with Nature: Confronting natural hazards with landuse planning for sustainable communities*. Joseph Henry Press.
- Colten, Craig E., Robert W. Kates, and Shirley B. Laska. 2008. Three years after Katrina: Lessons for community resilience. *Environment: Science and Policy for Sustainable Development* 50 (5): 36-47.
- Feenberg, Andrew. 1991. *Critical Theory of Technology*. Oxford University Press, New York.
- Fung, Archon, and Dara O'Rourke. 2000. Reinventing environmental regulation from the grassroots up: Explaining and expanding the success of the toxics release inventory. *Environmental Management* 25 (2): 115-127.
- Conway, Gordon. 2000. Food for all in the 21st century. *Environment* 42 (1): 8-18.
- Dietz, Thomas, Elinor Ostrom, and Paul Stern. 2003 The struggle to govern the commons *Science*. 302 (5652): 1907-1912.
- Geist, Helmut J., and Eric F. Lambin. 2002. Proximate causes and underlying driving forces of tropical deforestation. *BioScience* 52 (2): 143-150.
- Holling, C. S. 2001. Understanding the complexity of economic, ecological, and social systems. *Ecosystems* 4 (5): 390-405.
- Lenton, Timothy M., Hermann Held, Elmar Kriegler, Jim W. Hall, Wolfgang Lucht, Stefan Rahmstorf, and Hans J. Schellnhuber. 2008. *Tipping elements in the Earth's climate system*. Proceedings of the National Academy of Sciences 105 (6): 1786-1793.
- Merchant, Carolyn. 1992. *Radical Ecology: The Search for a Livable World*. Routledge, Chapman & Hall, New York.
- Millennium Ecosystem Assessment. 2005. Summary for decision makers. In *Ecosystems and Human Well-being: Synthesis*, 1-24. Washington, D.C.: Island Press.
- Perucca, Fabien and Gerard Pouradier. 1996. *The Rubbish on Our Plate*. Prion Books Ltd., London.
- Roszak, Theodore. 1969. *The Making of a Counter Culture Reflections on the Technological Society and Its Youthful Opposition*. Anchor Books, New York.
- Satterthwaite, D. 2007. The urban challenge revisited. *Environment* 49 (9): 3-18.
- Vogel, Steven. 1998. *Cats' Paws and Catapults Mechanical Worlds of Nature and People*. W.W. Norton and Co., New York.
- Webb, Patrick. 2010. Medium- to long-run implications of high food prices for global nutrition. *Journal of Nutrition* 140 (1): 143S-147S.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current full-time or adjunct faculty; will be taught as a summer course, in which case separate funding will exist.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Diversity & Community Studies

University College Curriculum Committee

Graduate Council

University Senate

February 10, 2014

February 24, 2014

3/20/14

**University College
Diversity & Community Studies
Proposal to Create a New Course
(Action Item)**

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SUST 514
- 1.2 Course title: Environmental Justice & Public Spaces
- 1.3 Abbreviated course title: Env Justice & Public Space
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (no)
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: An examination of environmental justice and place, including historical movements and case studies of the uses and misuses of public space and resources.

2. Rationale:

- 2.1 Reason for developing the proposed course: SUST 514 will serve as an elective in the online MA program in Social Responsibility & Sustainable Communities (SRSC) and will also be useful for graduate students in other disciplines—particularly those in the humanities and social sciences—interested in gaining an understanding of the environmental justice movement and its relationship to place. Students in the SRSC have repeatedly indicated that they want credentials in sustainability, and this course will address that need by examining the social aspects of sustainability, including the impact of governmental and private actions that affect the ways that home, family, and community inter-relate with the environment. It will also provide background for subsequent sustainability coursework in various departments.

WKU is witnessing a growing interest in graduate courses that address environmental, social, and economic sustainability. This is an appropriate growth—unique at the graduate level in the state—and indicative of the WKU Mission. As Dr. Ransdell said in the Strategic Guide 2010-2012, “As an institution of higher education we have a mandate to model and teach environmental stewardship and social responsibility.”

- 2.2 Projected enrollment in the proposed course: Based on current enrollment in SRSC electives, 10-15 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: SUST 514 is intended to enhance the offerings in the SRSC. Three current graduate courses that address environmental-human concerns are GWS 575 Gender, Justice, & Sustainability; ICSR 525 Place & the Problem of Healing; and ICSR 515 Utopias, Dystopias, & Intentional Communities. The focus of SUST 514 on placemaking (a process rooted in community-based research that builds on communal capacity) and the environmental movement makes this course the most over-arching of the four.
- 2.4 Relationship of the proposed course to courses offered in other departments: Geography & Geology offers a number of courses related to environmental sustainability that are designed for students seeking a Master of Science degree. For instance, GEOS 530 Seminar in Cultural Geography is a seminar-field experience that covers cultural origins and dispersals, environmental perception and behavior, and resulting consequence upon the geographic landscape. GEOS 544 Environmental Ethics, GEOG 474G Environmental Planning, and GEOS 571 Quality of Life are all examples of courses available to students with a science background,

especially those enrolled in the MS in Geoscience. Two graduate courses in Sociology are also related: SOCL 470G Environmental Sociology addresses, among other topics, “social movements and social structural change associated with sustainability, environmental justice, and the rights of nature”; and SOCL 572 Environmental Criminology focuses on “criminological solutions to environmental problems.” SUST 514 takes an interdisciplinary approach and focuses on environmental justice efforts of socially or economically disadvantaged groups to create change, along with the uses and abuses of public space and resources that most dramatically impact such groups. The Center for Environmental Education for Sustainability offers four graduate courses (for instance, ENVE 560 Investigating and Evaluating Environmental Issues, ENVE 585 Special Topics) designed to provide teachers with an endorsement (EE) in environmental education. Finally, the MBA offers an emphasis that assists business leaders in their efforts to lead sustainably.

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

Several Kentucky colleges offer undergraduate courses in Environmental Justice, but only two graduate courses: SOC 737 Culture, Environment & Development, and a one-time offering, Inequalities in the Environment in the Department of Sociology. The University of Louisville offers PLAN 680 Behavior & Urban Sustainability. Among the benchmarks and other institutions, these courses bear a resemblance:

- Eastern Michigan University: PHIL 639 Topics in Environmental
- Florida Atlantic University: WST 6348 Women, Environment, Ecofeminism, Environmental Justice
- Montclair State University: PSYC 556 Environmental Psychology and ANTH 522 Environment and Community
- University of Montana: EVST 595 Environmental Justice Issues and Solutions
- University of Madison: ENVIR 806 Local & Regional Approaches to Sustainability and Vulnerability

3. Discussion of proposed course:

3.1 Schedule type: S

3.2 Learning Outcomes:

1. Analyze place-based environmental justice conflicts, drawing on theories and concepts from social sciences, humanities, law, and environmental studies;
2. Analyze placemaking in historical and regional contexts and the relationship to established and evolving uses and relations to public space;
3. Situate place based environmental justice conflicts in local, regional, national, and world historical contexts;
4. Evaluate the appropriateness of proposed solutions to environmental injustice.

3.3 Content outline: The syllabus will deal with such topics as these:

- I. Environmental Justice Movements
 - a. History and critiques of the EJ movement
 - b. Fusions with Civil Rights, Environmental, and Women’s Movements
 - c. Nation and Capitalism
- II. Nation, Capitalism, and Empire
 - a. Enclosures and Commons
 - b. Case Studies of Communities: indigenous peoples
 - c. Impact of Globalization (trade impact & corporate infiltration)
- III. Placemaking and Public Space
 - a. Successful urban examples of intentional community building in terms of place
 - b. Case Studies of Public Space & Resources
- IV. Politics and Poetics

- a. Interdisciplinary expressions of environmental justice, including poetry, film, memoir, photography, and social media.

3.4 Student expectations and requirements:

Students will engage in discussion of the readings, conduct research (participatory and/or theoretical) resulting in several short essays or one semester-long research paper; additional requirements may include presentations and group projects.

3.5 Tentative texts and course materials:

- Agyeman, Julian. 2005. *Sustainable Communities and the Challenge of Environmental Justice*. New York. NYU Press.
- Brain, David. "From Public Housing to Private Communities: The Discipline of Design and the Materialization of the Public/Private Distinction in the Built Environment." In *Public and Private in Thought and Practice: Perspectives on a Grand Dichotomy*. Eds. Jeff Weintraub and Krishan Kumar, 237-67.
- Burby, Raymond (1998). *Cooperating with Nature: Confronting natural hazards with landuse planning for sustainable communities*. Joseph Henry Press.
- Carmin, JoAnn and Julian Agyeman, Eds. 2011. *Environmental Inequalities Beyond Borders*. Cambridge: MIT Press.
- Carruthers, David. 2008. *Environmental Justice in Latin America*. MIT Press.
- Cole, Luke W. and Foster, Sheila R. 2001. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York. NYU Press.
- Downey, Liam. 2005. Assessing environmental inequality: How the conclusions we draw vary according to the definitions we employ. *Sociological Spectrum*, 25: 349-369.
- Mohai, Paul and Robin Saha. 2007. Racial inequality in the distribution of hazardous waste: a national-level reassessment. *Social Problems*. 54:343-370.
- Pellow, David and R. Brulle. 2005. *Power, Justice and the Environment*. Cambridge, MA: MIT Press.
- Peña, Devon G. 2005. *Mexican Americans and the Environment: Tierra y vida*. Tucson: University of Arizona Press.
- Plumwood, Val (2002). *Environmental Culture: The Ecological Crisis of Reason*. NY: Routledge.
- Rhodes, Edwardo. 2003. *Environmental Justice in America: A New Paradigm*. Bloomington, IN: Indiana University Press.
- Simon, David. 2000. Corporate environmental crimes and social inequality: New directions for environmental justice research. *American Behavioral Scientist*, 43 (4), 633-645.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty (search is in process); could also be current full-time or adjunct faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Diversity & Community Studies
University College Curriculum Committee

February 10, 2014

February 24, 2014

Graduate Council
University Senate

3/20/14

**University College
Diversity & Community Studies**

Proposal to Create a New Course

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SUST 517
- 1.2 Course title: Sustainable Places
- 1.3 Abbreviated course title: Sustainable Places
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Examines key features and principles of sustainable places, including advantages of, challenges to, and the importance of governance in creating sustainable places (communities, cities, countries).

2. Rationale:

2.1 Reason for developing the proposed course:

SUST 512 will serve as an elective in the online MA program in Social Responsibility & Sustainable Communities (SRSC). This interdisciplinary course will examine the compelling need to design and build sustainable places, shared and unique features of sustainable places, and national and international examples of sustainable places at the varying levels of country, city, and community.

The course will address models for sustainable transportation, energy, food systems, waste management, water, and natural resources protection. In addition it will discuss security and risk, resilience in natural-social systems, cultural vibrancy and diversity, health and wellness, and adaptive governance as aspects of sustainable places. It will emphasize comparative analysis, critical reflection, systems thinking, and futures thinking, and an inquiry-based pedagogy.

Students in the SRSC have repeatedly indicated that they want credentials in sustainability. Approximately 80% of the new inquiries specifically ask about the opportunities for courses in sustainability. While the SRSC has only been in existence for three years, students from each cohort have sought courses that address environmental and sustainability concerns.

This course aligns with the current WKU Strategic Plan, which states that sustainability is a core value and WKU should be taking steps to integrate themes of sustainability throughout the curriculum. The goals of the course are also correlated to the Council for the Accreditation of Educator Preparation (CAEP)-adopted standards developed by the North American Association for Environmental Education.

2.2 Projected enrollment in the proposed course: Based on current enrollment in SRSC electives, 10-15 students.

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

Currently there are three graduate courses that address environmental-human concerns: GWS 575 Gender, Justice, & Sustainability; ICSR 525 Place & the Problem of Healing; and ICSR 515 Utopias, Dystopias, & Intentional Communities. SUST 517 will thus enhance the range of current offerings and provide needed attention to places that have developed successful sustainability strategies both at the community level and globally.

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

- 2.5 Geography & Geology offers a number of courses related to environmental sustainability of place, including GEOG 474G Environmental Planning, and GEOS 571 Quality of Life. These courses presume a science background and are designed for students in the environmental sciences. Architectural and Manufacturing Systems offers several classes that touch on sustainable design including AMS 475 Sustainability Research & LEED, AMS 469 Architectural Design Studio II, AMS 510 Emerging Technologies. These courses all contribute important technical and scientific knowledge to training in sustainability. SUST 517 offers an interdisciplinary approach and is specifically designed for advanced students whose educational background is in the humanities and/or social sciences and whose career paths are leading them toward sustainability.
- 2.6 Relationship of the proposed course to courses offered in other institutions:
None of the benchmark institutions offers a comparable course. In Kentucky, the University of Louisville offers PLAN 680 Urban Environments & Sustainability, which looks at urban settings in evaluating effective solutions to environmental sustainability. The University of New Hampshire Sustainability Institute offers CIE 444 Everyone Needs a Place to Live, which addresses sustainability and energy aspects of housing. The St. Louis Center for Sustainability offers MOS 511 Sustainability in Society and Cultures, which investigates environmental/social/economic aspects of sustainability at the global, national, and local scales. Truman State University offers POL 620G The Politics of Sustainability, which looks at the role and actions of relevant institutions and grassroots movements in creating policy and change related to sustainability.

3. Discussion of proposed course:

- 3.1 Course type: S
- 3.2 Learning outcomes: As a result of this course, students will be able to
- Discuss the importance of sustainable cities at global, national, and local levels;
 - Evaluate shared and unique characteristics of sustainable places;
 - Discuss the importance of the resilience of social, human-built, and natural systems to sustainability of place;
 - Explain the role of adaptive governance to building sustainable places;
 - Analyze national and international models for sustainable places and discuss their impacts on the region and larger society.
- 3.3 Content outline
- The course will address models for sustainable transportation, energy, food systems, waste management, water, and natural resources protection. In addition it will discuss security and risk, resilience in natural-social systems, cultural vibrancy and diversity, health and wellness, and adaptive governance as aspects of sustainable places. It will emphasize comparative analysis, critical reflection, systems thinking, and futures thinking, and an inquiry-based pedagogy. Below is an example of how these topics might be organized.

- I. What are sustainable places?
- II. Characteristics of sustainable places
 - A. Energy
 - B. Transportation
 - C. Waste Management
 - D. Water systems
 - E. Food systems
 - F. Housing
 - G. Land
 - H. Social equity and diversity
 - I. Health and wellness
 - J. Cultural vibrancy
- III. Resilience of social, human-built and natural systems
- IV. The role of governance in creating sustainable places
- V. Advantages/challenges to creating sustainable places
- VI. National/international models

3.4 Student expectations and requirements:

Student will participate in discussions of readings and lectures; engage in small group work; research projects, either several small or one semester paper; other requirements may include exams or quizzes.

3.5 Tentative texts and course materials:

- Alvarez, A., & Rogers, J. (2006). Going "out there": Learning about sustainability in place. *International Journal of Sustainability in Higher Education* 7(2), 176-188.
- Baker, S., & Mehmood, A. (2013, October 11). Social innovation and the governance of sustainable places. *Local Environment*. Retrieved at <http://www.tandfonline.com/doi/abs/10.1080/13549839.2013.842964#preview>
- Roseland, M. (2012). *Toward sustainable communities: Solutions for citizens and their governments*, 4th edition. Canada: New Society Publishers.
- Rydin, Y. (2010). *Governing for sustainable development*. London, UK: Earthscan.
- Wheeler, S. M. (2004). *Sustainable development urban reader* 2nd edition. London, UK: Routledge, Taylor & Francis Group.
- Web sites
- Partnership for Sustainable Communities. (n.d.). Retrieved from <http://www.sustainablecommunities.gov/>
- SIEMENS Sustainable Cities. (n.d.). Retrieved from <http://w3.siemens.com/topics/global/en/sustainable-cities/Pages/home.aspx>
- Sustainable Cities Institute. (n.d.). Retrieved from <http://www.sustainablecitiesinstitute.org/view/page.home/home>
- Sustainable Communities Online. Retrieved from <http://www.sustainable.org/>
- Sustainable Places Research Institute. (n.d.). Retrieved from <http://www.cardiff.ac.uk/research/sustainableplaces/>
- Sustainable Schools Project. (n.d.) Retrieved from <http://www.sustainableschoolsproject.org/>
- Wales. (n.d.). Sustainability. Retrieved from http://www.wales.com/en/content/cms/english/about_wales/wales_fact_file/sustainability/sustainability.aspx
- World Economic Forum. (n.d.). 124 countries ranked by ability to deliver secure, affordable, and sustainable energy. Retrieved from <http://www.weforum.org/news/124-countries-ranked-ability-deliver-secure-affordable-and-sustainable-energy>

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current full-time or adjunct faculty; may be taught as a summer course, in which case separate funding will exist.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Diversity & Community Studies

University College Curriculum Committee

Graduate Council

University Senate

February 10, 2014

February 24, 2014

3/20/14

**University College
Diversity & Community Studies
Proposal to Create a New Course
(Action Item)**

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SUST 518
- 1.2 Course title: Organizational Change for Sustainability
- 1.3 Abbreviated course title: Org change for sustainability
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (no)
- 1.5 Grade type: Standard
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: An examination of approaches to organizational change for comprehensive sustainable performance, including analysis of institutional barriers and examples of successful change strategies.

2. Rationale:

- 2.1 Reason for developing the proposed course: SUST 518 will serve as an elective in the online MA program in Social Responsibility & Sustainable Communities (SRSC) and will also be useful for graduate students in other disciplines—particularly those in the humanities and social sciences—who would like to work towards sustainability in their organizations and work places. Students in the SRSC have repeatedly indicated that they want credentials in sustainability, and a primary reason is their desire to apply successfully for positions as sustainability professionals who are primarily responsible for improving the sustainability practices of institutions and organizations. Whether that is their goal or not, many of our adult learners want to contribute at the organizational level to more sound practices leading to positive change.

WKU is witnessing a growing interest in graduate courses that address environmental, social, and economic sustainability. This is an appropriate growth—unique at the graduate level in the state—and indicative of the WKU Mission. As Dr. Ransdell said in the Strategic Guide 2010-2012, “As an institution of higher education we have a mandate to model and teach environmental stewardship and social responsibility.”

- 2.2 Projected enrollment in the proposed course: Based on current enrollment in SRSC electives, 10-15 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: As already mentioned, SUST 518 is intended to enhance the offerings in the SRSC. Three current graduate courses that address environmental-human concerns are GWS 575 Gender, Justice, & Sustainability; ICSR 525 Place & the Problem of Healing; and ICSR 515 Utopias, Dystopias, & Intentional Communities. SUST 518, with its focus on organizational change for sustainability, is unique among these electives.
- 2.4 Relationship of the proposed course to courses offered in other departments: Geography & Geology offers a number of courses related to environmental sustainability that are designed for students seeking a Master of Science degree. GEOS 544 Environmental Ethics, GEOG 474G Environmental Planning, and GEOS 571 Quality of Life are all examples of courses available to students with a science background, especially those enrolled in the MS in Geoscience, whereas SUST 518 does not require a science background. Sociology offers SOCL

470G Environmental Sociology, which addresses, among other topics, “social movements and social structural change associated with sustainability, environmental justice, and the rights of nature.” The Center for Environmental Education for Sustainability offers four graduate courses (for instance, ENVE 560 Investigating and Evaluating Environmental Issues, ENVE 585 Special Topics) designed to provide teachers with an endorsement (EE) in environmental education. Finally, the MBA offers an emphasis that assists business leaders in their efforts to lead sustainably. Other courses contribute to the growing knowledge about sustainability (in science, business, or education). SUST 518 is specifically designed for advanced students whose educational background is in the humanities and/or social sciences and whose career paths are leading them toward professions related to sustainability.

2.5 Relationship of the proposed course to courses offered in other institutions: University of Kentucky offers EDL 703 Leading Organizational Change and the University of Louisville offers ELFH 442 Supporting Organizational Change. Among our benchmarks, the following similar courses are offered. None of these courses focus on change for sustainability.

- California State U-Fresno: SOC 145 Social Organization
- Eastern Illinois University: OPD 4820 Change Strategies in Organizations
- Eastern Michigan University: MGMT 486 Organizational Change and Team Building
- Florida Atlantic University: PAD 6154 Organizational Change and Public Management

3. Discussion of proposed course:

3.1 Schedule type: S

3.2 Learning Outcomes:

- Examine methods for identifying opportunities and needs for organizational changes for improved sustainability performance;
- Analyze strategic approaches to and challenges of initiating and instituting organizational changes for sustainability;
- Analyze successful models of organizational changes that have improved sustainability performance;
- Analyze methods of evaluation for the effectiveness of organizational changes for sustainability.

3.3 Content outline: The syllabus will deal with such topics as these:

- I. Identifying needs and opportunities for organizational improvement in sustainability
 - a. Prioritizing efforts
 - b. Wicked problems (this term refers to particularly intractable social problems)
 - c. Full cost analysis/return on investment
 - d. Sensitivity to organizational place and culture

- II. Strategic approaches and techniques for planning and initiating change
 - A. Identifying stakeholders
 - B. Cultivating partnerships
 - C. Overcoming barriers
 - D. Communicating change
 - E. The importance of leadership
- III. Sustaining successful and meaningful change
 - A. Institutionalizing change
 - B. Shifting the culture
 - C. Celebrating change
 - D. Exploration of institutional changes at WKU
- IV. Evaluating programs and initiatives
 - A. Sustainability metrics
 - B. Third party certifications

3.4 Student expectations and requirements:
Students will engage in discussion of the readings, conduct research (participatory and/or theoretical) resulting in several short essays or one semester-long research paper; additional requirements may include presentations and group projects.

3.5 Tentative texts and course materials:
Anderson, Ray. (1998) *Mid-Course Correction: Toward a Sustainable Enterprise: The Interface Model*. The Peregrinzilla Press.
Cortese, Anthony D. 2003. "The Critical Role of Higher Education in Creating a Sustainable Future." *Planning for Higher Education*.
Hodges, Christopher P. and William W. Elvey. (2005) "The Business Case for Sustainability: Its not just about getting points." *Facilities Manager*.
McDonough, William and Michael Braungart. (2002) *Cradle to Cradle: Remaking the way we make things*. New York. North Point Press.
Nancy B. Kurland, (2011) "Evolution of a campus sustainability network: a case study in organizational change." *International Journal of Sustainability in Higher Education*, Vol. 12:4, pp. 395 – 429.
Pearce, Joshua M. and Christopher F. Uhl. (2003) "Getting it done: Effective sustainable policy implementation at the university level." *Planning for Higher Education*.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current full-time or adjunct faculty; may be taught as a summer course, in which case separate funding will exist.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Diversity & Community Studies
University College Curriculum Committee
Graduate Council
University Senate

February 10, 2014

February 24, 2014

3/20/14

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

Contact Person: Aaron Hughey, aaron.hughey@wku.edu, 54948

1. Identification of program:

- 1.1 Current program reference number: #0440
- 1.2 Current program title: Certificate: Career Counseling
- 1.3 Credit hours: 15

2. Identification of the proposed program changes:

Change program title, program description content, and course requirements.

3. Detailed program description:

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| <p>Certificate: Career Counseling, Ref. #0440 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php.</p> <p>The Certificate in Career Counseling (CCC) is designed to provide career counselors, educators, and other helping professionals with the advanced knowledge and skills they need in order to better serve students and clients within the context of an employment landscape that is volatile and ever changing. Participants in this certificate program will be better prepared to assist students to be more engaged in the educational experience through appropriate academic major and career choice, which may lead to higher retention of current students and successful transition to the workforce. Moreover, the CCC program complements the master's degree programs in student affairs, school counseling, and mental health counseling. The 15 hour certificate program includes 9 hours of required core courses and 6 hours of electives. The program requires an internship in career counseling. The program may be completed as a stand-alone program, or students admitted into the MAE in Student Affairs, Mental Health Counseling, or School Counseling may incorporate up to 12 hours of the certificate program into their program of study (if appropriate). Admission to the CCC program is based on completion of a baccalaureate degree and adequate preparation in this or a related area of study. This certificate program welcomes applicants from all</p> | <p>Certificate: Career Services, Ref. #0440 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php.</p> <p>The Certificate in Career Services (CCS) is designed to provide helping professionals with advanced knowledge and skills needed to better serve students and clients within the context of a volatile and ever changing employment landscape. Graduates of this certificate program will be better prepared to assist students to be more engaged in the educational experience through appropriate academic major and career choice, which may lead to higher retention of current students and successful transition to the workforce. Moreover, the CCS program complements the master's degree programs in a wide variety of helping professions. The 15 hour certificate program includes 9 hours of required core courses and 6 hours of electives. The program requires an internship in career counseling. The program may be completed as a stand-alone program, or students admitted to related master's degree programs may incorporate 12 hours of the certificate program into their program of study (if appropriate). Admission to the CCS program is based on completion of a baccalaureate degree and adequate preparation in this or a related</p> |
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| <p>graduate programs at Western Kentucky University and elsewhere. However, students seeking admission to a University graduate degree program must apply to and meet admissions requirements of the program. Please note that admission to, or completion of, the CCC program will not guarantee admission to any graduate degree program.</p> <p>Admission Requirements Please refer to the university admission requirements for graduate students found in the Admission section of this catalog.</p> <p>Certificate Requirements: 15 hours <i>Required Courses 9 hours</i> CNS 556 Developmental Career Counseling CNS 675 Advanced Career Counseling and Services Administration CNS 595 Internship (in Career Counseling)</p> <p><i>Restricted Electives 6 hours</i> CNS 572 The College Student Experience CNS 574 Student Development in Higher Education CNS 577 Counseling Concepts and Applications for Student Affairs Professionals CNS 552 Testing and Assessment in Counseling CNS 553 Community Resources in Guidance and Counseling CNS 559 Techniques of Counseling</p> | <p>area of study. This certificate program welcomes applicants from all graduate programs at Western Kentucky University and elsewhere. However, students seeking admission to a University graduate degree program must apply to and meet admissions requirements of the program. Please note that admission to, or completion of, the CCS program will not guarantee admission to any graduate degree program.</p> <p>Admission Requirements Please refer to the university admission requirements for graduate students found in the Admission section of this catalog. In addition to these requirements, applicants are required to submit a statement describing their interest in the CCS and their employment goals.</p> <p>Certificate Requirements: 15 hours <i>Required Courses 9 hours</i> CNS 593 Career Development in Student Affairs and Higher Education CNS 675 Advanced Career Counseling and Services Administration CNS 595 Internship (in Career Counseling)</p> <p><i>Restricted Electives 6 hours</i> CNS 556 Developmental Career Counseling CNS 572 The College Student Experience CNS 574 Student Development in Higher Education CNS 577 Counseling Concepts and Applications for Student Affairs Professionals CNS 610 Assessment and Accountability in Student Affairs and Higher Education</p> |
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4. Rationale for the proposed program change:

Certificate title change more accurately reflects certificate course content and objectives.

- The inclusion of counseling in the title was misleading since a degree in counseling is not required for admission and because the program does not provide significant training in counseling.

Changes in required and restrictive elective courses were needed to reflect changes in course offerings.

- CNS 553 Community Resources in Guidance and Counseling is no longer offered.

- CNS 559 Techniques of Counseling is restricted to master's degree students in the Counseling (#043) and School Counseling (#046) programs.
- CNS 593 Career Development in Student Affairs and Higher Education and CNS 610 Assessment and Accountability in Student Affairs and Higher Education contain course content more specific to CCS objectives.

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

Fall 2014

6. Dates of prior committee approvals:

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| Department of Counseling and Student Affairs | <u>November 20, 2013</u> |
| CEBS Curriculum Committee | <u>February 4, 2014</u> |
| Graduate Council | <u>3/20/14</u> |
| University Senate | <u></u> |

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

Contact Person: Aaron W. Hughey, Aaron.Hughey@wku.edu, 745-4849

1. Identification of program:

- 1.1 **Current program reference number:** 145
- 1.2 **Current program title:** Student Affairs in Higher Education
- 1.3 **Credit hours:** 48

2. Identification of the proposed program changes:

- Clarify degree requirements
- Remove CNS 558 Counseling Theories and replace with CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
- Remove CNS 552 Testing and Assessment in Counseling and replace with CNS 604 Resource Management in Student Affairs and Higher Education
- Remove CNS 556 Developmental Career Counseling and replace with CNS 593 Career Development in Student Affairs and Higher Education
- Remove CNS 555 Social and Cultural Diversity in Counseling and replace with CNS 605 Social and Cultural Diversity in Higher Education
- Remove CNS 598 Research and Program Evaluation in Counseling and replace with CNS 594 Research Methods in Student Affairs

3. Detailed program description:

| Current | Proposed |
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| <p>Master of Arts in Education: Student Affairs in Higher Education, Ref. #145</p> <p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php.</p> <p>The Master of Arts in Education program in Student Affairs in Higher Education is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based and applications-oriented program, students gain skills and competencies necessary to succeed in a variety of student affairs and post-secondary settings. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Students are provided opportunities to focus on specific student affairs functions that are consistent with their interests.</p> | <p>Master of Arts in Education: Student Affairs in Higher Education, Ref. #145</p> <p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php.</p> <p>The Master of Arts in Education program in Student Affairs in Higher Education is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based and applications-oriented program, students gain skills and competencies necessary to succeed in a variety of student affairs and post-secondary settings. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Students are provided opportunities to focus on specific student affairs functions that are consistent with their interests.</p> |
| <p>Admission Requirements</p> <p>Review of completed applications begins March 15 each year for admission in the following fall semester. The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and student affairs professionals. This approach involves the submission of application portfolios that</p> | <p>Admission Requirements</p> <p>Review of completed applications begins March 15 each year for admission in the following fall semester. The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and student affairs professionals. This approach involves the submission of application portfolios that</p> |

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| <p>allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available.</p> <p>Application for admission requires three steps:</p> <ol style="list-style-type: none"> 1. Submit required materials to the Graduate School: <ol style="list-style-type: none"> (a) Complete the online graduate application at www.wku.edu/graduate. (b) Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form. (c) Submit official transcripts of all post-secondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to the Graduate School. (Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.) (d) Understand that submitting materials to the Graduate School is required. Submission of materials to the Graduate School does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program. 2. Apply for admission to the Student Affairs in Higher Education program. The second step in applying for admission to the Student Affairs in Higher Education program is to submit the following materials on or before March 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials: <ol style="list-style-type: none"> (a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content. <ol style="list-style-type: none"> i. Discuss what it would mean to you to become a Student Affairs professional. ii. Describe your personal characteristics that prepare you to become an effective Student Affairs professional. iii. Discuss how you deal with your emotional reactions to events in your life. | <p>allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available.</p> <p>Application for admission requires three steps:</p> <ol style="list-style-type: none"> 1. Submit required materials to the Graduate School: <ol style="list-style-type: none"> (a) Complete the online graduate application at www.wku.edu/graduate. (b) Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form. (c) Submit official transcripts of all post-secondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to the Graduate School. (Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.) (d) Understand that submitting materials to the Graduate School is required. Submission of materials to the Graduate School does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program. 2. Apply for admission to the Student Affairs in Higher Education program. The second step in applying for admission to the Student Affairs in Higher Education program is to submit the following materials on or before March 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials: <ol style="list-style-type: none"> (a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content. <ol style="list-style-type: none"> i. Discuss what it would mean to you to become a Student Affairs professional. ii. Describe your personal characteristics that prepare you to become an effective Student Affairs professional. iii. Discuss how you deal with your emotional reactions to events in your life. |
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| <p>iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.</p> <p>v. Briefly discuss how you deal with stressful events.</p> <p>vi. Explain how your friends and family would describe the way you function in your relationships with them.</p> <p>vii. Present your career objectives and discuss how a master's degree in Student Affairs in Higher Education will prepare you to meet these objectives.</p> <p>(b) A completed admission form:</p> <p>i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.</p> <p>ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or any other part of the application is grounds for immediate dismissal from the program.</p> <p>(c) Three recommendations that use the Candidate Recommendation Form:</p> <p>i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.</p> <p>ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which to seal the recommendation.</p> <p>iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.</p> <p>(d) An unofficial copy of your transcripts and GRE or Miller Analogy scores.</p> <p>(e) A current vita.</p> <p>(f) Mail your complete application portfolio to: Department of Counseling and Student Affairs Student Affairs in Higher Education Program Western Kentucky University Gary A. Ransdell Hall 2011 1906 College Heights Blvd. #51031 Bowling Green, KY 42101</p> <p>The application requires attention to detail, thought, and effort. You should allow approximately 6 weeks to complete the various parts of this application, including</p> | <p>iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.</p> <p>v. Briefly discuss how you deal with stressful events.</p> <p>vi. Explain how your friends and family would describe the way you function in your relationships with them.</p> <p>vii. Present your career objectives and discuss how a master's degree in Student Affairs in Higher Education will prepare you to meet these objectives.</p> <p>(b) A completed admission form:</p> <p>i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.</p> <p>ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or any other part of the application is grounds for immediate dismissal from the program.</p> <p>(c) Three recommendations that use the Candidate Recommendation Form:</p> <p>i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.</p> <p>ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which to seal the recommendation.</p> <p>iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.</p> <p>(d) An unofficial copy of your transcripts and GRE or Miller Analogy scores.</p> <p>(e) A current vita.</p> <p>(f) Mail your complete application portfolio to: Department of Counseling and Student Affairs Student Affairs in Higher Education Program Western Kentucky University Gary A. Ransdell Hall 2011 1906 College Heights Blvd. #51031 Bowling Green, KY 42101</p> <p>The application requires attention to detail, thought, and effort. You should allow approximately 6 weeks to complete the various parts of this application, including</p> |
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| <p>time to get recommendations to and from the individuals making the recommendations.</p> <p>3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:</p> <ul style="list-style-type: none"> (a) Discussion of interests in the Student Affairs in Higher Education program and the selection of the Western Kentucky University Department of Counseling and Student Affairs. (b) Discussion of academic and professional goals. (c) Expectations of faculty. (d) Demonstration of interpersonal skills and insight into personal motivations. (e) Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care. <p>Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.</p> <p>Degree Requirements The specific requirements for the MAE program in Student Affairs are as follows: General Professional Requirements 18 hours CNS 598 Research and Program Evaluation in Counseling CNS 552 Testing and Assessment in Counseling CNS 555 Social and Cultural Diversity in Counseling CNS 556 Career Counseling CNS 577 Counseling Concepts and Applications for Student Affairs Professionals CNS 558 Counseling Theories Student Affairs Major Requirements 30 hours CNS 571 Introduction to Student Affairs CNS 572 The College Student Experience CNS 574 Student Development in Higher Education CNS 585 Leadership and Administration in Student Affairs CNS 589 Group Dynamics in Student Affairs and Higher Education</p> | <p>time to get recommendations to and from the individuals making the recommendations.</p> <p>3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:</p> <ul style="list-style-type: none"> (a) Discussion of interests in the Student Affairs in Higher Education program and the selection of the Western Kentucky University Department of Counseling and Student Affairs. (b) Discussion of academic and professional goals. (c) Expectations of faculty. (d) Demonstration of interpersonal skills and insight into personal motivations. (e) Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care. <p>Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.</p> <p>Degree Requirements CNS 571 Introduction to Student Affairs CNS 572 The College Student Experience CNS 574 Student Development in Higher Education CNS 577 Counseling Concepts and Applications for Student Affairs Professionals CNS 585 Leadership and Administration in Student Affairs CNS 589 Group Dynamics in Student Affairs and Higher Education CNS 593 Career Development in Student Affairs and Higher Education CNS 594 Research Methods in Student Affairs CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education CNS 604 Resource Management in Student Affairs and Higher Education CNS 605 Social and Cultural Diversity in Higher Education</p> |
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| <p>CNS 610 Assessment and Accountability in Student Affairs and Higher Education CNS 670 Parameters of Law in Student Affairs and Higher Education CNS 590 Practicum^ CNS 595 Internship (6 hours)*</p> <p>^To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval. *Internship must be taken over a period of two semesters. Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.wku.edu/csa/sc/comp_exam.php.</p> | <p>CNS 610 Assessment and Accountability in Student Affairs and Higher Education CNS 670 Parameters of Law in Student Affairs and Higher Education CNS 590 Practicum ^ CNS 595 Internship (6 hours)*</p> <p>^To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval. *Internship must be taken over a period of two semesters. Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.wku.edu/csa/sc/comp_exam.php.</p> |
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4. Rationale for the proposed program changes:

- Clarify degree requirements

“General Professional Requirements 18 hours” and “Student Affairs Major Requirements 30 hours” were deleted to more clearly indicate that the program consists of 48 hours of required courses.

- Remove CNS 558 Counseling Theories and replace with CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education

CNS 603 will provide a relevant contextual dimension for training student affairs professionals. CNS 558 Counseling Theories content has little relevance to the work of student affairs professionals.

- Remove CNS 552 Testing and Assessment in Counseling and replace with CNS 604 Resource Management in Student Affairs and Higher Education

Student affairs professionals often fill roles that involve enrollment and financial management. CNS 552 Testing and Assessment includes content that has minimal relevance to the work of student affairs professionals.

- Remove CNS 556 Developmental Career Counseling and replace with CNS 593 Career Development in Student Affairs and Higher Education

CNS 593 Career Development will provide student affairs students with a comprehensive and functional understanding of career development and services specifically for college students. CNS 556 Developmental Career Counseling includes content that is not specifically designed to prepare student affairs professionals.

- Remove CNS 555 Social and Cultural Diversity in Counseling and replace with CNS 605 Social and Cultural Diversity in Higher Education

This course will focus on diversity concerns in higher education settings instead of counseling, which is the emphasis of CNS 555.

- Remove CNS 598 Research and Program Evaluation in Counseling and replace with CNS 594 Research Methods in Student Affairs

This course content will focus on applications consistent with the work of student affairs professionals. CNS 598 Research and Program Evaluation in Counseling focuses on the research and programming interests of counselors.

5. Proposed term for implementation and special provisions (if applicable):
Fall 2014

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: November 20, 2013

CEBS Curriculum Committee February 4, 2014

Graduate Council 3/20/14

University Senate _____

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

Contact Persons: Evelyn Oregon, Ph.D., evelyn.oregon@wku.edu, (270) 745-2080

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:

- Add a concentration entitled Intercollegiate Athletic Administration to the Master of Science in Recreation and Sport Administration degree program by utilizing an existing course and three new courses.

3. Detailed program description:

| Program Description | New Program Description |
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| <p>Master of Science: Recreation and Sport Administration, Ref. #095</p> <p>This program is designed to prepare professional Recreation and Sport Administration practitioners for a wide range of occupations. The program offers five concentrations: 1) General, 2) Athletic Administration and Coaching, 3) Facility and Event Management, 4) Sport Media and Branding, and 5) Athletic Training. The General concentration provides opportunity for study in a specialized area of recreation and sport as students select three elective courses in their area of interest. The Athletic Administration and Coaching concentration provides an opportunity for persons interested in Athletic Administration to gain knowledge, research and experience in this dynamic area. The Facility and Event Management concentration allows for professional development in the rapidly growing discipline of facility and event management. The Sport Media and Branding concentration is designed for students interested in sport media relations, sport branding, digital media production and distribution, and sport sponsorships. The Athletic Training concentration provides the certified and certification-eligible athletic training student an opportunity to further develop knowledge and skills related to this vibrant field. The program is appropriate for athletic trainers in all employment settings.</p> | <p>Master of Science: Recreation and Sport Administration, Ref. #095</p> <p>This program is designed to prepare professional Recreation and Sport Administration practitioners for a wide range of occupations. The program offers five concentrations: 1) General, 2) Athletic Administration and Coaching, 3) Facility and Event Management, 4) Sport Media and Branding, 5) Athletic Training and 6) Intercollegiate Athletic Administration. The General concentration provides opportunity for study in a specialized area of recreation and sport as students select three elective courses in their area of interest. The Athletic Administration and Coaching concentration provides an opportunity for persons interested in Athletic Administration to gain knowledge, research and experience in this dynamic area. The Facility and Event Management concentration allows for professional development in the rapidly growing discipline of facility and event management. The Sport Media and Branding concentration is designed for students interested in sport media relations, sport branding, digital media production and distribution, and sport sponsorships. The Athletic Training concentration provides the certified and certification-eligible athletic training student an opportunity to further develop knowledge and skills related to this vibrant field. The program is appropriate for athletic trainers in all employment settings. The Intercollegiate Athletic Administration concentration is designed for individuals looking to enter the field or professionalize their experience in intercollegiate athletics.</p> |

| Current Curriculum | | | | Proposed Curriculum | | | |
|--------------------|---|--------------|-----|---------------------|---|--------------|------|
| Prefix | # | Course Title | Hrs | Prefix | # | Course Title | Hrs. |
| | | Core Courses | | | | Core Courses | |

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|------|-----|--|----|------|-----|--|----|
| 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 |
| | | REGC Concentration Total | 12 | | | REGC Concentration Total | 12 |
| | | Total Hours REGC | 33 | | | Total Hours REGC | 33 |
| | | | | | | | |
| | | Facility and Event Management (REFM) | | | | Facility and Event Management (REFM) | |
| RSA | 590 | Practicum in Recreation and Sport | 3 | RSA | 590 | Practicum in Recreation and Sport | 3 |
| RSA | 534 | Facility Management | 3 | RSA | 534 | Facility Management | 3 |
| RSA | 536 | Event Management | 3 | RSA | 536 | Event Management | 3 |
| RSA | 538 | Facility and Event Security Management | 3 | RSA | 538 | Facility and Event Security Management | 3 |
| | | REFM Concentration Total | 12 | | | REFM Concentration Total | 12 |
| | | Total Hours REFM | 33 | | | Total Hours REFM | 33 |
| | | | | | | | |
| | | Athletic Administration & Coaching (REIA) | | | | Athletic Administration & Coaching (REIA) | |
| RSA | 530 | Independent Investigations in Recreation | 3 | RSA | 530 | Independent Investigations in Recreation | 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 |
| | | REIA Concentration Total | 12 | | | REIA Concentration Total | 12 |
| | | Total Hours REIA | 33 | | | Total Hours REIA | 33 |
| | | | | | | | |
| | | Sport Media and Branding (RESN) | | | | Sport Media and Branding (RESN) | |
| JOUR | 536 | Sport Branding: A New Game | 3 | JOUR | 536 | Sport Branding: A New Game | 3 |
| JOUR | 537 | Sports Sponsorships: New Revenue Strategies | 3 | JOUR | 537 | Sports Sponsorships: New Revenue Strategies | 3 |
| JOUR | 543 | Strategic Public Relations Writing for Sport | 3 | JOUR | 543 | Strategic Public Relations Writing for Sport | 3 |
| JOUR | 547 | Issues in Sport Media Relations | 3 | JOUR | 547 | Issues in Sport Media Relations | 3 |
| | | RESN Concentration Total | 12 | | | RESN Concentration Total | 12 |
| | | Total Hours SMB | 33 | | | Total Hours SMB | 33 |
| | | | | | | | |
| | | Athletic Training (REAT) | | | | Athletic Training (REAT) | |
| KIN | 528 | Dynamics of Injury Management | 3 | KIN | 528 | Dynamics of Injury Management | 3 |

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| RSA | 546 | Leadership and Ethics in Sports Healthcare | 3 | RSA | 546 | Leadership and Ethics in Sports Healthcare | 3 |
| KIN | 503 | Advanced Motor Learning and Control | 3 | KIN | 503 | Advanced Motor Learning and Control | 3 |
| KIN | 524 | Advanced Biomechanics | 3 | KIN | 524 | Advanced Biomechanics | 3 |
| | | REAT Concentration Total | 12 | | | REAT Concentration Total | 12 |
| | | Total Hours REAT | 33 | | | Total Hours REAT | 33 |
| | | | | | | | |
| | | | | | | Intercollegiate Athletic Administration (IAA) | |
| | | | | RSA | 538 | Facility and Event Security Management | 3 |
| | | | | RSA | 554 | Student-Athlete Development | 3 |
| | | | | RSA | 556 | Governance in Intercollegiate Athletics | 3 |
| | | | | RSA | 558 | Compliance in Intercollegiate Athletics | 3 |
| | | | | | | IAA Concentration Total | 12 |
| | | | | | | Total Hours IAA | 33 |

4. Rationale for the proposed program change:

- The proposed concentration in Intercollegiate Athletic Administration will enhance the Recreation and Sport Administration M.S. degree program by addressing industry standards, trends, and needs. These courses adhere to the values and priorities of our two partnering organizations, the National Association for Collegiate Directors of Athletics (NACDA) and the National Association of Athletic Compliance (NAAC).
- The Bureau of Labor Statistics' Office of Occupational Statistics and Employment predicts employment of post secondary education administrators to grow by 19 percent from 2012 to 2022, much faster than the average for all occupations.
- Successful intercollegiate athletic administrators are expected to acquire skills, knowledge, and experience in a wide variety of areas including finance, marketing, fundraising, legal issues, and public relations. The proposed concentration joins the existing administration degree with a concentration dedicated to these professionals. The concentration courses in facilities/events, student-athlete development, governance, and compliance are specifically focused on the unique job competencies that will allow graduates to be more competitive in a dynamic, diverse, and competitive job market.
- The NAAC Compliance Education Certification program will be partnering with WKU to help certify our students upon graduation. Certified professionals are recognized as having a working knowledge of current NCAA legislation and a foundation of technical knowledge.
- This concentration will be extremely attractive for students who are beginning or continuing careers in intercollegiate athletics. The 100% online program format will allow the KRS Department to reach out to this potential student population and strengthen one of the largest graduate programs at WKU.

5. Proposed term for implementation: Fall 2014

6. Dates of prior committee approvals:

KRS Department: 2/10/2014

CHHS Graduate Curriculum Committee 2/24/2014

Graduate Council 3/20/14

University Senate _____

**College of Health & Human Services
School of Nursing
Proposal to Revise A Program
(Action Item)**

Contact Person: Beverly Siegrist beverly.siegrist@wku.edu 53490

1. Identification of program:

- 1.1 Current program reference number: 149
- 1.2 Current program title: Masters of Science in Nursing
- 1.3 Credit hours: 36-42

2. Identification of the proposed program changes: Change admission requirement related to RN licensure.

3. Detailed program description:

| Current Admission Requirements | Proposed Admission Requirements |
|---|---|
| <p>Applicants for the AD to MSN program must meet the following requirements:</p> <ol style="list-style-type: none"> Applicants must hold a associate degree in nursing from an ACEN (formerly NLNAC) accredited program and a baccalaureate degree in a related field from an accredited college or university with an undergraduate GPA of 3.0 on a 4.0 scale. Examples of related health care fields include the following: Health Care Administration, Public Health, Psychology, Gerontology, Speech Language Pathology, Social Work Hold unencumbered or have applied for RN licensure in Kentucky or compact state. Applicants will be required to complete the GRE in the following instance: <ol style="list-style-type: none"> Less than a 3.0 cumulative GPA One year of full-time nursing experience is required prior to enrolling in graduate level courses. Submission of: <ol style="list-style-type: none"> A written goal statement responding to questions listed on the MSN web page; 3 professional references on form provided to include the following <ul style="list-style-type: none"> One reference from a nurse manager or nurse administrator, and One reference from a nursing faculty from the student's associate degree nursing program if it is three years or less from graduation date. Professional resume All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview | <p>Applicants for the AD to MSN program must meet the following requirements:</p> <ol style="list-style-type: none"> Applicants must hold a associate degree in nursing from an ACEN (formerly NLNAC) accredited program and a baccalaureate degree in a related field from an accredited college or university with an undergraduate GPA of 3.0 on a 4.0 scale. Examples of related health care fields include the following: Health Care Administration, Public Health, Psychology, Gerontology, Speech Language Pathology, Social Work Hold unencumbered RN licensure at the time of application, and must be licensed in the state where clinical experiences will be completed. Applicants will be required to complete the GRE in the following instance: <ol style="list-style-type: none"> Less than a 3.0 cumulative GPA One year of full-time nursing experience is required prior to enrolling in graduate level courses. Submission of: <ol style="list-style-type: none"> A written goal statement responding to questions listed on the MSN web page; 3 professional references on form provided to include the following <ul style="list-style-type: none"> One reference from a nurse manager or nurse administrator, and One reference from a nursing faculty from the student's associate degree nursing program if it is three years or less from graduation date. Professional resume All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview |

| | |
|---|---|
| <p>and acceptance by the Graduate School does not assure acceptance into the MSN program. Admission is competitive.</p> <p>7. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating admission materials.</p> <p>*The Graduate Faculty will schedule a personal interview after all required forms have been received.</p> <p>AD to MSN Progression Requirements</p> <ol style="list-style-type: none"> 1. MSN students must adhere to progression requirements found in the WKU Graduate School of Nursing Handbook and WKU Graduate Catalog. 2. MSN students must earn a 3.0 (B) in each specialty course before progressing to the next course according to the recommended curriculum sequence. 3. Students entering the AD to MSN track, for either the Nurse Educator or Nurse Administrator concentration, must first complete NURS 408 Professional Issues and NURS 430 Public Health Concepts, earning a grade of B (3.0) in each course, before enrolling in graduate level MSN courses. A graduate level statistics is an exception and may be completed with NURS 408 and 430. <p>BSN to MSN Program.</p> <p>Applicants for the BSN to MSN program must meet the following requirements:</p> <ol style="list-style-type: none"> 1. Completion of a CCNE or ACEN (formerly NLNAC) accredited BSN program with an undergraduate GPA of 3.0 on a 4.0 scale. Graduates of non-accredited programs are considered on an individual basis. 2. Hold unencumbered or have applied for RN licensure in Kentucky or compact state. 3. Applicants will be required to complete the GRE in the following instance: <ol style="list-style-type: none"> (a) Less than a 3.0 cumulative GPA 4. One year of full-time nursing experience is required prior to enrolling (following acceptance) in clinical courses in the nurse practitioner options. 5. Submission of: <ol style="list-style-type: none"> (a) a written goal statement responding to questions listed on the MSN web page (b) 3 professional references on form provided to include nurse manager or nurse administrator and (c) a professional resume 6. All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview | <p>and acceptance by the Graduate School does not assure acceptance into the MSN program. Admission is competitive.</p> <p>7. Incomplete applications will not be considered for admission. Applicants must reapply to be considered for the next admission cycle by updating admission materials.</p> <p>*The Graduate Faculty will schedule a personal interview after all required forms have been received.</p> <p>AD to MSN Progression Requirements</p> <ol style="list-style-type: none"> 1. MSN students must adhere to progression requirements found in the WKU Graduate School of Nursing Handbook and WKU Graduate Catalog. 2. MSN students must earn a 3.0 (B) in each specialty course before progressing to the next course according to the recommended curriculum sequence. 3. Students entering the AD to MSN track, for either the Nurse Educator or Nurse Administrator concentration, must first complete NURS 408 Professional Issues and NURS 430 Public Health Concepts, earning a grade of B (3.0) in each course, before enrolling in graduate level MSN courses. A graduate level statistics is an exception and may be completed with NURS 408 and 430. <p>BSN to MSN Program.</p> <p>Applicants for the BSN to MSN program must meet the following requirements:</p> <ol style="list-style-type: none"> 1. Completion of a CCNE or ACEN (formerly NLNAC) accredited BSN program with an undergraduate GPA of 3.0 on a 4.0 scale. Graduates of non-accredited programs are considered on an individual basis. 2. Hold unencumbered RN licensure at the time of application, and must be licensed in the state where clinical experiences will be completed. 3. Applicants will be required to complete the GRE in the following instance: <ol style="list-style-type: none"> (a) Less than a 3.0 cumulative GPA 4. One year of full-time nursing experience is required prior to enrolling (following acceptance) in clinical courses in the nurse practitioner options. 5. Submission of: <ol style="list-style-type: none"> (a) a written goal statement responding to questions listed on the MSN web page (b) 3 professional references on form provided to include nurse manager or nurse administrator and (c) a professional resume 6. All program admission materials must be received prior to the due date noted on the program web page. An interview may be offered following a review of admission materials. Completion of an interview |
|---|---|

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

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745.6035

1. Identification of program:

- 1.1 Current program reference number: 0454
- 1.2 Current program title: Master of Science in Kinesiology
- 1.3 Credit hours: 33

2. Identification of the proposed program changes:

- A new course, KIN 518 (Advanced Statistics in Kinesiology), will replace KIN 521 (Critical Analysis of Professional Literature) as a restricted elective. This will affect the Exercise Physiology, Fitness Management, and Corporate Health Management concentrations.
- KIN 596 (Practicum) will replace COMM 523 (Seminar in Health Communication) in the Corporate Health Management concentration.

3. Detailed program description:

Master of Science in Kinesiology (#0454) Program Revision

| Current Program | | | | Proposed Program | | | | |
|-----------------|---------------------------------|--|------|------------------|--------|-------------------------|--|-----|
| Prefix | # | Course Title | Hrs. | | Prefix | # | Course Title | Hrs |
| | | <i>Core requirements</i> | | | | | <i>Core requirements</i> | |
| KIN | 501 | Research Methods | 3 | | KIN | 501 | Research Methods | 3 |
| KIN | 503 | Adv Motor Learn & Con | 3 | | KIN | 503 | Adv Motor Learn & Con | 3 |
| KIN | 504 | Adv Ex Phys | 3 | | KIN | 504 | Adv Ex Phys | 3 |
| KIN | 515 | Adv Meas & Eval | 3 | | KIN | 515 | Adv Meas & Eval | 3 |
| | | Total | 12 | | | | Total | 12 |
| | | <i>Restricted electives</i> | | | | | <i>Restricted electives</i> | |
| KIN | 505 or KIN 521 | Foundations of Curriculum Instruction Critical Analysis of Lit | 3 | | KIN | 505 or 518 | Foundations of Curriculum Instruction Adv Stats in Kinesiology | 3 |
| KIN | 520 or KIN 522 | Teaching Strategies in Physical Education Adv Ex Test & Presc | 3 | | KIN | 520 or 522 | Teaching Strategies in Physical Education Adv Ex Test & Presc | 3 |
| | | Total | 6 | | | | Total | 6 |
| | | <i>Exercise Physiology Concentration</i> | | | | | <i>Exercise Physiology Concentration</i> | |
| KIN | 514 | Lab Methods | 3 | | KIN | 514 | Lab Methods | 3 |
| KIN | 523 | Seminar in Ex Phys | 3 | | KIN | 523 | Seminar in Ex Phys | 3 |
| KIN | 524 | Applied Biomechanics | 3 | | KIN | 524 | Applied Biomechanics | 3 |
| KIN | 598 | Capstone Research Exp | 6 | | KIN | 598 | Capstone Research Exp | 6 |
| KIN | 599 | or Thesis Research | | | KIN | 599 | or Thesis Research | |
| | | Total | 15 | | | | Total | 15 |
| | | <i>Fitness Management Concentration</i> | | | | | <i>Fitness Management Concentration</i> | |
| RSA | 515 | Rec/Sport Facility Dvlpmt | 3 | | RSA | 515 | Rec/Sport Facility Dvlpmt | 3 |
| RSA | 517 | Legal Issues in Rec/Sport | 3 | | RSA | 517 | Legal Issues in Rec/Sport | 3 |

| | | | | | | | | |
|-------|-----|--|----|--|-------|-----|--|----------|
| RSA | 519 | Fiscal Prac in Rec/Sport | 3 | | RSA | 519 | Fiscal Prac in Rec/Sport | 3 |
| HCA | 541 | Strat Mgmt & Mkt Hlth Svcs | 3 | | HCA | 541 | Strat Mgmt & Mkt Hlth Svcs | 3 |
| KIN | 596 | Practicum | 3 | | KIN | 596 | Practicum in Ex Phys | 3 |
| | | Total | 15 | | | | Total | 15 |
| | | <i>Corporate Health Mgmt Concentration</i> | | | | | <i>Corporate Health Mgmt Concentration</i> | |
| PH | 502 | Worksite Health Promo | 3 | | PH | 502 | Worksite Health Promo | 3 |
| PH | 587 | Health Behavior | 3 | | PH | 587 | Health Behavior | 3 |
| PH | 591 | Health Program Eval | 3 | | PH | 591 | Health Program Eval | 3 |
| HCA | 541 | Strat Mgmt & Mkt Hlth Svcs | 3 | | HCA | 541 | Strat Mgmt & Mkt Hlth Svcs | 3 |
| COMM | 523 | Seminar in Health Comm | 3 | | KIN | 596 | Practicum in Ex Phys | 3 |
| | | Total | 15 | | | | Total | 15 |
| | | | | | | | | |
| TOTAL | | Credit Hours | 33 | | TOTAL | | Credit Hours | 33 |

4. Rationale for the proposed program change:

- The rationale for replacing KIN 521 with KIN 518 is twofold:
 - The content of KIN 521, which is almost exclusively dedicated to reading, reviewing, and critiquing published literature in the field, is already covered in KIN 501 (Research Methods). KIN 518 will enhance graduate students' understanding of statistics and how to apply those statistics to reading and conducting research.
 - Our graduate program has been without a course dedicated to statistics specific to the field of kinesiology and exercise physiology. This much needed new course will fill that void.
- The rationale for replacing COMM 523 in the Corporate Health Management concentration with KIN 596 is to provide a culminating practicum-based experience for students in this concentration. It was already included in the Fitness Management concentration, and to ensure that students in all of our online concentrations get the practical, hands-on experience as a part of their education, it needed to be added to this concentration as well.
- Due to the nature of distance learning and the fact that the faculty are somewhat more limited in their ability to assess online students, having a practicum as a culminating experience allows us to communicate with supervisors who work directly with these students, and thus assist us in ensuring that the students have attained the knowledge and skills necessary from this program. The faculty reviewed the courses in the Corporate Health Management concentration and decided that the COMM 523 course was the one most appropriate to be replaced.

5. Proposed term for implementation: Fall 2014

6. Dates of prior committee approvals:

KRS Department: 2/10/14

CHHS Graduate Curriculum Committee 2/24/2014

Graduate Council 3/20/14

University Senate _____

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

Contact Person: Ferhan Atici; e-mail: ferhan.atici@wku.edu; Phone: 745-6229

1. Identification of program:

- 1.1 Reference Number: 085
- 1.2 Current Program Title: Master of Science in Mathematics
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

Revising the credit hours from 1.5 to 3 credit hours for the course Graduate Seminar will help us prepare our students better to write a thesis. This course will be listed in the electives. Students may also take this course as a research tool.

3. Detailed program description:

| Current Program | Proposed Program |
|--|--|
| The M.S. (general option) requires traditional courses in analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph. D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science. Each option for the M.S. in Mathematics requires a minimum of 30 hours of graduate-level coursework. | The M.S. (general option) requires traditional courses in analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph. D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science. Each option for the M.S. in Mathematics requires a minimum of 30 hours of graduate-level coursework. |
| General option: | General option: |
| The following are required: (1) Algebra: MATH 417G Analysis: MATH 431G Topology: MATH 439G If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor | The following courses are required: (1) Algebra: MATH 417G Analysis: MATH 431G Topology: MATH 439G If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor. |
| (2) An applied Mathematics course selected from MATH 529, 531, 535, 536, 540, 541, 542, 550, 570, STAT 549, or as approved by the Departmental Graduate Committee | (2) An applied Mathematics course selected from MATH 529, 531, 535, 536, 540, 541, 542, 550, 570, STAT 549, or as approved by the Departmental Graduate Committee |
| (3) MATH 532 | (3) MATH 532 |
| (4) One of the following two-course sequences: MATH 417G-517, 439G-539, 450G-550, 435G-535, 470G-570, 529-540, 435G-531, 535-536; 405G-406G can be taken by students who have substituted a 500-level course for at least one of the three courses listed in (1). | (4) One of the following two-course sequences: MATH 417G-517, 439G-539, 450G-550, 435G-535, 470G-570, 529-540, 435G-531, 535-536; 405G-406G can be taken by students who have substituted a 500-level course for at least one of the three courses listed in (1). |

| | |
|---|---|
| Students who choose to write a thesis are required to complete 6 hours of MATH 599 - Thesis Research and Writing and to give an oral defense of the thesis. | Students who choose to write a thesis are required to complete 6 hours of MATH 599 - Thesis Research and Writing and to give an oral defense of the thesis. |
| The remaining mathematics courses in the student's program must be chosen from MATH 405G, 406G, 415G, 423G, 435G, 450G, 470G, 504, 517, 523, 529, 531, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590 or STAT 549. | The remaining mathematics courses in the student's program must be chosen from MATH 405G, 406G, 415G, 423G, 435G, 450G, 470G, 504, 517, 523, 529, 531, 535, 536, 539, 540, 541, 542, 550, 560, 570, 590, 598 (if it is not taken as a research tool) or STAT 549. |
| A maximum of 12 hours at the 400G-level may be included in the entire program. | A maximum of 12 hours at the 400G-level may be included in the entire program. |
| <p>A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool can be fulfilled in a variety of ways, some of which are listed below:</p> <p>a) Taking the MATH 598 Graduate Seminar (1.5 cr hr each) for two semesters.</p> <p>b) Courses in other disciplines. The research tool course should be in disciplines that have a strong relation to mathematics. For example, any graduate or 400 level computer science course pre-approved by the student's graduate advisor will be accepted. However, a student with no prior programming experience cannot take such a course and instead could choose a first year undergraduate programming course.</p> <p>c) Learning how to use a standard statistical or mathematical package (such as SAS, SPSS, R or Mathematica) by taking a course.</p> <p>The research tool cannot be taking during the last semester.</p> | <p>A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool can be fulfilled in a variety of ways, some of which are listed below:</p> <p>a) Taking the MATH 598 Graduate Seminar (3 cr hrs) if it is not taken as an elective.</p> <p>b) Courses in other disciplines. The research tool course should be in disciplines that have a strong relation to mathematics. For example, any graduate or 400 level computer science course pre-approved by the student's graduate advisor will be accepted. However, a student with no prior programming experience cannot take such a course and instead could choose a first year undergraduate programming course.</p> <p>c) Learning how to use a standard statistical or mathematical package (such as SAS, SPSS, R or Mathematica) by taking a course.</p> <p>The research tool cannot be taking during the last semester.</p> |
| In addition, all students in the M.S. program (general option) must have a working knowledge of a high-level programming language or computer algebra system. | In addition, all students in the M.S. program (general option) must have a working knowledge of a high-level programming language or computer algebra system. |

4. Rationale for the proposed program change:

Having more credit hours in Graduate Seminar course will prepare students better for their own thesis work.

5. Proposed term for implementation and special provisions (if applicable): Fall 2014.

6. Dates of prior committee approvals:

Department of Mathematics

02/21/2014

OCSE Graduate Committee

02/28/2014

Graduate Council

3/20/14

University Senate

**College of Education and Behavioral Sciences
Department of Library Media Education
Proposal to Create a New Certification Only Program
(Action Item)**

Contact Person: Dr. Marge Maxwell, marge.maxwell@wku.edu , 270-745-2435

1. Identification of certification program:

- 1.1 Program title: Library Media Education Certification Only Program
- 1.2 Required hours in program: minimum 28 hours
- 1.3 Special information: An area of need in Kentucky P-12 is the preparation of school librarians. Currently, the Library Media Education program in the School of Teacher Education does not offer a certification only program for individuals that may hold an American Library Association (ALA) accredited master's degree in Library Science or Masters degree and valid teaching certificate.
- 1.4 Catalog description:
A certification program designed to give professionals both a deep and practical knowledge of school libraries in P-12 settings. Within the LME certification program in LME, candidates are expected to become competent in theory, research, and application of best practices related to school libraries and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

This graduate certification program requires a minimum of 28 hours of coursework in Library Media Education. Students seeking initial certification may be required to take additional courses to satisfy state of Kentucky licensure requirements or to address deficiencies related to prior coursework in education. All courses in the program contain critical performance indicators (CPIs) that must be successfully completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Successful completion of a practicum is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a "C." Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on the required Praxis II examination for school librarians for Kentucky.

Admission Requirements:

ALA accredited Master's degree in Library Science OR
Masters degree and current teaching certificate in any area

Requirements for Initial Certification in Library Media Education

A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the Certification Only in LME Program, admission to Professional Education at WKU, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at <http://www.wku.edu/stc>. Students are expected to apply for admission to professional education within the first semester of admission to the LME program.

2. Objectives of the proposed certification program:

The objectives of the Certification Only program in Library Media Education are as follows:

- Gain professional knowledge in contemporary content and issues in library media/educational technology.

- Gain knowledge and skills that meet the needs of professionals in library media/educational technology.
- Learn pedagogical skills of library media/educational technology specialists to address literacy and the needs of diverse learners.
- Learn professional effectiveness of library media/educational technology specialists for leadership and service at the local, regional, state, and national levels.
- Learn skills of library media/educational technology specialists that foster collaboration and communication with colleagues and parents.

3. Rationale:

3.1 Reason for developing the proposed certification program:

The number of requests for a Certification Only program has increased over the past three years. Currently, the Library Media Education program in the School of Teacher Education does not offer a certification only program. Some potential students hold an ALA (American Library Association accredited) Master's degree, while others hold a master's degree with teaching certification.

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

Other Certification Only programs are offered by the School of Teacher Education for elementary, middle grade, and secondary school teachers as well as special education. The proposed Certification Only program in LME program does not duplicate these programs since it specifically addresses school library media skills and certification. The LME program area offers a Master of Science degree and a Rank I program. This Certification Only program offers an option for students who just want the certification and not a degree. It also offers the option for students in the Rank I program to obtain certification.

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

Other CEBS certification programs are in the department of Counseling and Student Affairs in Career Counseling and International Student Services; and in Psychology in Leadership Studies. Potter College offers Teaching English as a Second Language endorsement. The proposed certificate will not have any course work that overlaps with the other certificates.

3.4 Projected enrollment in the proposed certification program:

Based on inquiries and the number of students enrolled in the Master of Science in LME program, we predict 5 - 10 students per year. The interest level in the courses already in place indicates that this number could increase over the next several years.

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

In other Kentucky universities included in the Benchmark Institutions that offer post-baccalaureate programs, EKU (MA and Certification program, students must have prior teaching certification), KSU, Murray State (MA only), U of L, and NKU do not offer a similar certification.

Benchmark institutions outside of Kentucky were not included in this examination because this is a Kentucky certification.

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

WKU's Mission Statement: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Providing the best-trained school librarians for Kentucky's public schools is a socially responsive service to our state as well as the students.

In addition, WKU's Quality Enhancement Plan (QEP) has two student learning outcomes that correspond to the goals of Library Media Education. They are: Students will demonstrate their capacity to apply knowledge and training to address relevant concern in community or society; and Students will demonstrate respect for diversity of peoples, ideas, and cultures.

4. Curriculum:

The courses for this program are as follows:

LME 501 Program Organization and Administration (3 hours)
LME 502 Collection Management (3 hours)
LME 506 Classification and Cataloging (3 hours)
LME 508 Information Sources and Services (3 hours)
LME 512 Issues in Library Media Education (3 hours)
LME 519 Special Topics: Research in LME (3 hours)
LME 535 Survey of Educational Technology Practices (3 hours)
*LME 537 Principles of Educational Technology Applications (3 hours)

Select one of the following courses:

LME 518 Advanced Children's Literature (3 hours)
LME 527 Advanced Young Adult Literature (3 hours)

Practicum Requirement:

**LME 590 Practicum (3 hours) (for students with a master's degree and teaching certification)

OR

LME 591 Practicum (1 hour) (for students with a Master of Science in Library Media Education and teaching certificate)

OR

LME 589 Field Experience in Library Media Education (3 hours) (for students with a master's degree without prior teaching certification.)

AND

***LME 592 Internship in LME (3 hours) (for students with a master's degree without prior teaching certification.)

* Prerequisite: LME 535. Transfer credit is not accepted for LME 537.

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

*** Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, and 589; admission to candidacy; admission to professional education

Students seeking initial certification may be required to take additional courses to satisfy state of Kentucky licensure requirements or to address deficiencies related to prior coursework in education.

5. Budget implications:

The department already has, and offers, these courses on a regular schedule. Existing faculty currently teach these courses. Adding this certificate should only enhance class enrollment without creating a staffing issue.

6. Proposed term for implementation:

Fall 2014

7. Dates of prior committee approvals:

| | |
|--------------------------------|---------------------|
| School of Teacher Education | 12/11/2013 |
| CEBS Curriculum Committee | 2/4/14 |
| Professional Education Council | 2/12/14 |
| Graduate Council | _____ 3/20/14 _____ |
| University Senate | _____ |

**University College
Diversity & Community Studies
Proposal to Create a New Certificate Program
(Action Item)**

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

1. Identification of program:

- 1.1 Program title: Global Pathways to Sustainability Graduate Certificate
- 1.2 Required hours in program: 15
- 1.3 Special information: Interdisciplinary program designed for students in the humanities and social sciences.
- 1.4 Catalog description: The Global Pathways to Sustainability Graduate Certificate prepares professionals working in organizations and institutions to understand complex environmental and social problems and to apply community-based solutions. The certificate offers a multidisciplinary study of the environmental, social, and policy dimensions of sustainability. Students will gain an understanding of theoretical and practical aspects of sustainability and will participate in community-based projects. The program consists of 18 hours, including two core courses, SUST 512 Foundations of Sustainability and SUST 514 Environmental Justice & Public Spaces, and three electives, drawn from three categories: Social and Human Impact; Environmental Health and Education; and Policy and Practice. Courses may be taken in any order, but students are encouraged to take the two core courses early in their certificate program.
- 1.5 Classification of Instructional Program Code (CIP): [30.3301 Sustainability Studies](#).

2. Learning outcomes of the proposed certificate program:

Students completing the Global Pathways to Sustainability Graduate Certificate will:

- Explain the ways in which sustainability concepts can be used to create strategies that are useful at this historical moment;
- Analyze the interconnections of environment, social justice, and policy in the context of institutional and social systems;
- Conduct research on communities and their human-environment systems, drawing on best practices of participatory action research;
- Assess the role of human behavior in creating social, political, and environmental change.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program:
There are two primary reasons for developing the Global Pathways to Sustainability Graduate Certificate. First, the most challenging problems that we are likely to face in the 21st Century are those relating to the environment, access to resources, and related issues of social and cultural disaster (war, inequity, poverty); providing graduate students with an opportunity to grapple with these issues and to explore solutions is essential to the purpose of higher education and to the mission of this university in particular. Second, students in the MA in Social Responsibility & Sustainable Communities (SRSC) have repeatedly indicated that they want credentials in sustainability. Approximately 80% of the new inquiries specifically ask about the opportunities for courses in sustainability and respond positively at the prospect of a certificate. While the SRSC has only been in existence for three years, students from each cohort have sought courses that address environmental concerns. In addition to serving these students, the certificate will provide graduate students with a credential that would supplement a master's degree in the sciences, education, business—anyone who has an interest in environmental justice.

The certificate can be taken as a stand-alone program (as other graduate certificates in the department currently function) or as a complement to a master's program. Furthermore, students earning the certificate prior to enrolling in a full master's program would be likely recruits for a range of WKU master's programs.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:
Diversity & Community Studies offers several minors, two graduate certificates, one master's program, and an undergraduate major (pending BOR approval in March). Of these programs, the SRSC is the most closely related, with its theme-based approach to the study of sustainable communities. Additionally, the graduate certificate in Gender & Women's Studies also includes courses that address the environment and the impact on women, in particular. The new certificate will, therefore, be placed in a department with a long track record of graduate education with a focus on environmental justice.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:
Currently, there are no graduate certificates in sustainability. The Department of Geography & Geology hosts an undergraduate minor in sustainability. The MBA program has an emphasis in sustainability. Additional certificates, such as one for the MBA, may be in the planning stage but are not yet approved. The Center for Environmental Education and Sustainability offers an endorsement for K12 teachers. The courses in this certificate would be open to students in other certificate programs, as would other certificate courses be welcome as options in this one.
- 3.4 Projected enrollment in the proposed certificate program:
Based on enrollment in other graduate certificates, interest expressed by current and potential students, and the growing interest in sustainability education nationally, we anticipate an initial enrollment of 10-12, but as the program is publicized nationally (for those seeking the online version of the certificate), we anticipate the enrollment to grow to the low 30s within three years. These students will be both new to WKU and current.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
In Kentucky, the University of Louisville offers a dual master's degree in urban planning and public health. Some of their courses have a relation to this program. University of Kentucky has a number of undergraduate programs, but no graduate programs that have the human-environmental focus of this one. Eastern Kentucky University offers an undergraduate minor in environmental stewardship. The following table shows related degrees—either master's or certificates—at benchmark universities and also at several other institutions, where their graduate programs are similar to the one proposed herein.

Among the benchmark institutions, four offer graduate certificates in "sustainability":

- Eastern Michigan offers one on sustainable construction
- Montclair State University: environmental education and environmental forensics
- Northern Arizona State: theory and practice of conservation ecology
- Towson State: environmental issues facing urban settings

Other graduate certificates that more closely match this one are:

- Boston University: Applied Sustainability: how to make urban/economic development compatible with natural environment
- University of Michigan: Environmental Justice
- University of Wisconsin: Humans & the Global Environment

- University of Notre Dame: Environment and **Society**

3.6 Relationship of the proposed certificate program to the university mission and objectives: The program is an appropriate addition to the graduate curriculum at WKU due to the mission of the institution, articulated in numerous ways. As Dr. Ransdell said in the Strategic Guide 2010-2012, "As an institution of higher education we have a mandate to model and teach environmental stewardship and social responsibility." Our mission statement, to prepare students "to be productive, engaged, socially responsible citizen-leaders of a global society," can hardly be more clear in its mandate to address global issues of significant magnitude, such as the environment and our relationship with it.

4. Curriculum:

The graduate certificate in Global Pathways to Sustainability requires two core courses and three electives, for a total of 15 credit hours. Courses may be taken in any order, but students are encouraged to take the core courses as soon as possible in the certificate program. Electives must include at least one course from each of three categories. Additional electives may be approved in consultation with the advisor.

Two 3-hour core courses (6 hours)

- 1) SUST 512 Foundations of Sustainability
- 2) SUST 514 Environmental Justice & Public Spaces

Three 3-hour electives (must select at least one from each category):

- 1) Social and Human Impact
 - a. GWS 575 Gender, Justice & Sustainability
 - b. ICSR 515 Utopias, Dystopias, & Intentional Communities
 - c. ICSR 525 Place & the Problem of Healing
 - d. GERO 581 Global Aging
- 2) Environmental Health and Education
 - a. ENVE 560 Investigating and Evaluating Environmental Issues
 - b. ENVE 525 Educating for Sustainability
 - c. PH 584 Principles of Environmental Health
- 3) Policy and Practice
 - a. ICSR 520 Community-based Research
 - b. SWRK 678 Environmental Justice: Theory, Policy, & Practice
 - c. SUST 517 Sustainable Places
 - d. SUST 518 Organizational Change for Sustainability

5. Budget implications:

Most of the courses are either currently offered or are being proposed concurrent with this proposal. Faculty teaching in the summer will be compensated by summer funding (at least one and more likely two courses will be offered every summer). Most courses will be part of instructor load. One new faculty member (search currently in process) is scheduled to teach SUST 514 in the fall 2014.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

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| Department: Diversity & Community Studies | <u>February 10, 2014</u> |
| University College Graduate Curriculum Committee | <u>February 24, 2014</u> |
| Contact with Office of Academic Affairs | <u>January 31, 2014</u> |
| Graduate Council | <u>3/20/14</u> |
| University Senate | <u></u> |
| Board of Regents | <u></u> |