GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: February 2014
FROM: The Graduate School

The Graduate Council submits the following items from the **January 16, 2014** meeting for consideration.

Consent Items:

I.   Revise Course Title
                EDFN 726 Postsecondary Change and Cultures

II.   Revise a Course Catalog Listing
                LEAD 600 Capstone Leadership Experience

III.   Revise a Course Prerequisite
                LEAD 600 Capstone Leadership Experience

IV.   Suspend a Course
                COMM 505 Introduction of Graduate Studies in Communication

V.   Delete a Course
                SWRK 575 Adolescent Issues

VI.   Delete a Program
                025 Minor in Psychology

Action Items:

I.   Create a New Course
                PSY 625 Seminar in School Psychology
                BE 400G Advanced Applications Software for Business Educators
                RSA 538 Facility and Event Security Management
                SWRK 579 Partnership in Assessing Children and Families
                PSYS 525 Cognitive Neuroscience

II.   Revise a Certificate
                0455 Facility and Event Management
                163 Leadership Studies

III.   Revise a Program
                095 M.S. Recreation and Sport Administration
                0012 M.A. Organizational Communication

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership & Research
Proposal to Revise Course Title
(Consent Item)

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

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: EDFN 726
    1.2   Course title: Postsecondary Change and Cultures
    1.3   Credit Hours: 3

2. **Proposed course title:** Change Theory and Practice

3. **Proposed abbreviated course title:** Change Theory and Practice

4. **Rationale for the revision of course title:** The course title suggests a narrower focus than its course description: *Study of how effective change takes place in organizations as both internal and external forces influence institutions. Resistance to change and how to overcome these barriers will also be addressed, as well as how these changes affect the culture of the organization.* Broadening the title to match the course description would align better with the interdisciplinary nature of the Educational Leadership Doctoral program (with specializations that include P-12, postsecondary, and organizational leadership). The title change would then broaden the appeal and potential audience for the course, as well as potentially allow for a broader range of university faculty to teach the course.

5. **Proposed term for implementation:** Summer 2014

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

EDD Leadership Council	11/20/2013
Department/ Unit: Educational Admin, Leadership & Research	11/22/2013
CEBS College Curriculum Committee	12/03/2013
Professional Education Council (if applicable)	NA
Graduate Council	1/16/2014
University Senate	

Proposal Date: December 13, 2013

University College
School of Professional Studies
Proposal to Revise Course Catalog Listing
(Consent Item)

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

1. **Identification of course:**
    1.1   Course prefix (subject area) and number: LEAD 600
    1.2   Course title: Capstone Leadership Experience

2. **Current course catalog listing:**
    LEAD 600 Capstone Leadership Experience
    1-6 hours
    Prerequisite: After completion of all other courses approved for the Graduate Certificate in Leadership Studies or concurrent with the last course needed for fulfillment of the certificate. An opportunity to synthesize applied leadership principles at the graduate level and apply them in a real-life setting. In consultation with the student's leadership studies advisor and a faculty member of one of her/his leadership studies courses, the student will demonstrate leadership abilities in area businesses, campus, non-profit, or public sector organizations or other related situations. Course is repeatable for a maximum of six credits.

3. **Proposed course catalog listing:**
    (aim for 25 words or less)
    LEAD 600 Capstone in Leadership Experience
    1-6 hours
    Prerequisite: Instructor's permission. An opportunity to synthesize applied leadership principles at the graduate level and apply them in real-life settings. Students will demonstrate leadership abilities over extended periods of time in challenging contexts that allow for advanced problem solving. Course is repeatable for a maximum of six credits.

4. **Rationale for revision of the course catalog listing:** LEAD 600 is now a required course for the Leadership Studies program. The current catalog description only applies to the graduate Leadership Certificate. The prerequisite is being revised concurrently with this catalog revision.

5. **Proposed term for implementation:** Fall 2014

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

School of Professional Studies	1/8/14
University College Curriculum Committee	
Professional Education Council (if applicable)	N/A
General Education Committee (if applicable)	N/A
Graduate Council	1/16/2014
University Senate	

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University College
School of Professional Studies
Proposal to Revise Course Prerequisite
(Consent Item)

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

1. **Identification of course:**
    1.1   Course prefix (subject area) and number: LEAD 600
    1.2   Course title: Capstone Leadership Experience

2. **Current prerequisites:** After completion of all other courses approved for the Graduate Certificate in Leadership Studies or concurrent with the last course needed for fulfillment of the certificate.

3. **Proposed prerequisite:** Instructor's permission.

4. **Rationale for the revision of prerequisites:** LEAD 600 was originally intended as the experiential learning component for the Graduate Certificate in Leadership Studies, proposed in 2001. Since 2001, Leadership Studies has developed a master's program in Organizational Leadership that requires LEAD 600. This proposed prerequisite revision will allow current students in the master's program to have an experiential learning component in their curriculum.

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

6. **Proposed term for implementation:** Fall 2014.

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

School of Professional Studies	1/8/14
University College Curriculum Committee	
Professional Education Council (if applicable)	N/A
General Education Committee (if applicable)	N/A
Graduate Council	1/16/2014
University Senate	

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

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

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: COMM 505
    1.2   Course title: Introduction of Graduate Studies in Communication

2. **Rationale for the course suspension:** This course provides an introduction to the field of communication including APA citation style, CITI certification, ethics training, and literature review writing instruction. These units will be offered as on-line modules and incorporated into the required theory (COMM 547) and methods course (COMM 501) which students complete in their first semester of coursework.

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

4. **Proposed term for implementation:** Fall 2014

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

    Department of Communication   November 13, 2013

    Potter College Curriculum Committee   December 5, 2013

    Graduate Council   1/16/2014

    University Senate

Attached: Course Inventory Form

College of Health and Human Services
Department of Social Work
Proposal to Delete a Course
(Consent Item)

Contact Person: Vivian Hurt, Vivian.hurt@wku.edu 270 745 8396

1. **Identification of course:**
   1.1   Current course prefix and number: SWRK 575
   1.2   Course title: Adolescent Issues

2. **Rationale for the course deletion:** Due to the restructuring of the Credit for Learning Academy for new workers in the Department of Community Based Services (DCBS), there is no longer a need for this course. It has not been offered in the past four semesters.

3. **Effect of course deletion on programs or other departments, if known:** NONE

4. **Proposed term for implementation:** SPRING 2014

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

MSW Program	11-6-13
Department of Social Work	11-12-2013
CHHS Graduate Curriculum Committee	December 2, 2013
Graduate Council	1/16/2014
University Senate	

College of Education and Behavioral Sciences
Department of Psychology
Proposal to Delete a Program
(Consent Item)

Contact Person: Carl Myers, carl.myers@wku.edu, 5-4410

1. **Identification of program:**
    1.1   Program reference number: 025
    1.2   Program title: Graduate Minor in Psychology
    1.3   Credit hours: 12

2. **Rationale for the program deletion:** Although the graduate minor in psychology technically exists, no one has utilized the minor for at least 10 years. Furthermore, the minor has not appeared in the graduate catalog for the last 10 years. This proposal formally eliminates the minor.

3. **Effect on current students or other departments, if known:** The deletion of the program should not have any effect on current students or other departments as there are   no students, or requests from students, to pursue the minor.

4. **Proposed term for implementation:** Fall 2014

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

    Psychology Department: November 22, 2013

    CEBS Curriculum Committee   December 3, 2013

    Graduate Council   1/16/2014

    University Senate   _____

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

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

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 625
    1.2   Course title: Seminar in School Psychology
    1.3   Abbreviated course title: Seminar School Psych
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the school psychology program or by permission of instructor.
    1.7   Course description: Readings and discussion on current issues in the field of school psychology. Course may be repeated.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The field of school psychology is constantly evolving in response to new accreditation standards [i.e., National Association of School Psychologist's (2010) *Standards for Graduate Preparation of School Psychologists*], new assessment methods in the field, special education regulations, and national and state policy letters. This course is intended to address any gaps in the program related to the latest school psychology accreditation standards and to serve as a mechanism for keeping students up-to-date with current issues in the field. Often, current topics and issues in the field do not merit a course by themselves and are difficult to fit in with any of the current course requirements without decreasing time spent on topics covered in other courses. This course will allow the content of the school psychology program to be more flexible and adaptive.
    2.2   Projected enrollment in the proposed course: 8-10 per year. The school psychology program typically enrolls about 8 students per year. It is possible that practicing school psychologists may also enroll in the course to stay current with developments in the field and to obtain continuing professional development hours needed for re-certification.
    2.3   Relationship of the proposed course to courses now offered by the department: The psychology department offers a somewhat similar course, PSY 500 - Trends and Scientific Approaches in Psychological Thinking. The course description states: "New developments and special topics in contemporary psychological research." PSY 500 focuses specifically on psychological research while the proposed course will also focus on applied practices within the fields of education and school psychology. PSY 500 is listed as an optional course taken by Masters-level students in the Psychological Sciences program. The last time the course was taught, the syllabus indicated the focus of the course was on "current research in cognitive neuroscience." The content of the proposed course would be very different.   Furthermore, the "500" number of the course suggests it is a beginning graduate level course while the proposed course will be for advanced students in the school psychology program.

2.4   Relationship of the proposed course to courses offered in other departments: Other programs do offer similar courses for students in their programs. For example, Counseling and Student Affairs (CNS) 579 – Seminar in Student Affairs, focuses on "current issues and practices in Student Affairs." The special education graduate program has a seminar (SPED 518) on "contemporary issues in special education." The Educational Administration, Leadership, and Research program has a course (EDFN 576) on "Issues and Trends in Education." All such courses are designed to keep graduate students in their programs of study abreast of current developments. The proposed school psychology course would provide content on current issues specific to the field of school psychology.

2.5   Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with school psychology programs, a few have similar courses. Indiana State University has SPSY 785: Advanced Seminar in School Psychology. James Madison University has PSYC 713 – Professional Practice Issues. Central Michigan has PSY 760 – Seminar: School Services. The University of Southern Mississippi has PSY 671 – Seminar in School Psychology.

3.   Discussion of proposed course:

3.1   Schedule type: S (seminar)

3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
• explore, analyze, and critique current issues within the fields of education and school psychology,
• summarize current research on issues in the fields of education and school psychology and be able to present such summaries through oral presentations, and
• describe how current issues impact educational practices and the role of the school psychologist.

3.3   Content outline: The intent of the course is to have content that will be updated annually; thus, specific course content will change over time to reflect current issues in the field. Initially, the topics might include:
• Common Core Standards
• School safety & crisis intervention
• Autism Spectrum Disorders
• Effective use of interpreters
• Diversity issues in assessment and education

3.4   Student expectations and requirements: Students will be evaluated on their:
• performance in completing assignments, discussions, and other projects,
• critiques and analyses of issues and research in the fields of education and school psychology,
• quality of oral presentations, and
• contributions to discussions in the seminar meetings.

3.5   Tentative texts and course materials: Readings may come from a variety of sources, including chapters from:
- Barton, E. E., & Harn, B. (2012). *Educating young children with autism spectrum disorders*. Bethesda, MD: National Association of School Psychologists.
- Brock, S. E., & Jimerson, S. R. (2012). *Best practices in school crisis prevention and intervention* (2nd ed.). Bethesda, MD: National Association of School Psychologists.
- Jones, J. M. (2009). *The psychology of multiculturalism in schools: A primer for practice, training, and research*. Bethesda, MD: National Association of School Psychologists.

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

5. **Budget implications:**
    5.1   Proposed method of staffing: Currently, there are three school psychology faculty members who could teach this course. The addition of this course, however, would result in the need to adjust the courses typically taught by those faculty members. It would be desirable to teach this course every year but a couple of other courses in the program could be taught every other year to accommodate the adjustment.
    5.2   Special equipment needed: None
    5.3   Expendable materials needed: None
    5.4   Laboratory materials needed: Not applicable

6. **Proposed term for implementation:** Fall, 2014

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

    Department of Psychology   November 22, 2013

    CEBS Curriculum Committee   December 3, 2013

    Professional Education Council   December 11, 2013

    Graduate Council   1/16/2014

    University Senate

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

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

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: BE 400G
    1.2   Course title: Advanced Applications Software for Business Educators
    1.3   Abbreviated course title: Adv Appl Software for BE
            (maximum of 30 characters or spaces)
    1.4   Credit hours: 3   Variable credit (yes or no)
    1.5   Grade type: 1 Standard/letter
    1.6   Prerequisites/corequisites: None
    1.7   Course description: Fundamentals of advanced techniques in computer software utilized by
            business education teachers.

2. **Rationale:**   Reason for developing the proposed course:

    Students will develop advanced skills with computer applications programs and Internet skills
    taught in secondary Business Education courses.   Business and Marketing Education is a
    technology driven program area. According to the Kentucky Department of Education, business
    teachers teach such classes as: Computer and Technology Applications, Advanced Computer
    Applications, Multi-Media Publishing, Data Modeling, Introduction to SQL, and Web Data
    Management.
    (http://www.education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education).

    According to WKU's mission, "Western Kentucky University prepares students to be productive,
    engaged leaders in a global society" (http://www.wku.edu/about.html). A high priority of this
    proposed class will be to offer future Business and Marketing educators the technological tools to
    become proficient instructors of technology as well as to make them more productive as
    administrators of their time. These tools will aid future teachers in becoming engaged leaders in a
    global society. According to WKU's Statement of Purpose, "Western Kentucky University
    engages the globe in acclaimed technologically enhanced academic programs
    http://www.education.ky.gov). A review of the WKU current Business and Marketing educators
    graduate program has targeted computer application skills as a component of the program to be
    strengthened for both proficiency in a the content area and to better align with the Statement of
    Purpose. This new class will promote WKU's mission to provide acclaimed technologically
    enhanced academic programs.

    2.1   Projected enrollment in the proposed course:

    Based on the number of inquiries by prospective students with business degrees seeking teacher
    certification, enrollment is projected to be 10-20 students per offering.

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

    LME 535 Survey of Educational Technology Practices focuses on instructional design and
    communication models appropriate to effective utilization of multimedia for instruction and
    training. LME 537 Principles of Educational Technology, emphasizes instructional techniques,
    evaluation and utilization of appropriate instructional software, productivity tools, and the Internet

for various subjects, grade levels, and needs of diverse learners. None of these classes directly focuses on the software taught in secondary Business and Marketing secondary classes. (http://www.wku.edu/lme/mastercours.php)

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

A search was conducted on classes that address similar software at different levels. Various classes in different colleges and departments address some of the topics and software such as BA 513 Information Technology and Strategy. However, the proposed course will concentrate on the software and skills needed specifically by business educators at the advanced skill level. After examining the syllabi and descriptions of courses which may include similar software, the need for this course became apparent. The proposed course will align with the needs determined by the Kentucky Department of Education: Career and Technical Education and the standards published by the National Business Education Association. An informal survey of regional Business and Marketing Educators (most participants graduated from the program at the WKU) further supported the need for this course.

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

As discussed above, five of Western Kentucky University's benchmark institutions were randomly selected and their Business and/or Marketing Education programs were compared. The following are the 4 benchmark institutions reviewed and the classes they offer that are similar to the one proposed here. Some programs used more than one class to deliver the content of this proposed class.

1.   Central Missouri State University –INST 5100 Foundations of Educational Technology, INST4400 Design and Production of Media for Instruction, INST 4310 Fund Development for Educational Technology
2.   Middle Tennessee State University – BCEN 5340 Integrated Administrative Technology, BCEN 5410 Managerial Media Presentations
3.   Youngstown State University – ENGL 6944 Document Design and Production, MGT 6917 Information Systems for Management
4.   Indiana State University –CIMT 543 - Production of Instructional Materials, CIMT 547 - Using Microcomputers in Education and Training

3.   **Discussion of proposed course:**
    3.1   Schedule type: C— Lecture/Lab: Combination of formal presentation and experimental study.
    3.2   Learning Outcomes:

After completing this course students will use and will be prepared to teach advanced features in:
A.   Word (word processor)
B.   Excel (spreadsheets)
C.   Access (database)
D.   PowerPoint (multimedia presentation)
E.   Publisher (desktop publishing)
F.   Expressions (web page creator)
G.   Instructional/evaluation software for the Business & Marketing classroom
H.   Computer applications trends and issues in Business & Marketing Education

I.   Overview of teaching strategies for teaching advanced computer applications in the Business & Marketing classroom

3.3   Content outline:

A.   Microsoft Word
- Creating and Formatting Tables
- Illustrating Documents with Graphics
- Creating a Web Site
- Merging Word Documents

B. Microsoft Excel
- Working with Formulas and Functions
- Managing Workbooks and Preparing Them for the Web
- Automating Worksheet Tasks
- Using Lists
- Integrating Word and Excel

C. Microsoft Access
- Modifying a Relational Database Structure
- Creating Multiple Table Queries
- Developing Forms and Subforms
- Sharing Information and Enhancing Reports
- Integrating Word, Excel and Access

D. Microsoft PowerPoint
- Customizing your Presentation
- Enhancing Charts
- Working with Embedded and Linked Objects and Hyperlinks
- Using Advanced Features
- Integrating Word, Excel, Access and PowerPoint

E. Publisher
- Getting Started with Publisher
- Working with Text and Graphics
- Creating a Web Publication

F. Expression
- Getting Started with Expression
- Creating a Web Site

G.   Computer applications trends and issues in Business & Marketing courses
- Keeping current with business
- Strategies for teaching advanced computer applications in the Business & Marketing Education classroom

3.4   Student expectations and requirements:

Basis for Student Evaluation
A.   In-class activities – working on computers in class producing documents and completing projects
B.   Out-of-class laboratory assignments - – working on computers in class producing documents and completing projects
C.   Tests/quizzes

D.   Skills tests taken on the computer

        3.5   Tentative texts and course materials:

                Shelly & Vermaat, (2011). Microsoft Office 2010: Advanced. ISBN: 13: 978-1-4390-9855-6.
                        Boston: Course Technology. (Or current similar text depending on WKU software
                        upgrades)

4.   Resources:

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

                The College of Education and Behavioral Sciences-Educational Technology Services currently
                maintains two computer labs with appropriate software to support this course.

5.   Budget implications:

        5.1   Proposed method of staffing:

                The current faculty will be appropriate for staffing this course. The faculty member in the
                Business and Marketing Education program area will instruct this course. This course will become
                a part of the regular load. This instructor has been teaching courses for another college which are
                no longer necessary. This will free the faculty member for teaching this course.

        5.2   Special equipment needed:

                The College of Education and Behavioral Sciences-Educational Technology Services currently
                maintains two computer labs with appropriate software to support this course.

        5.3   Expendable materials needed: No expendable materials will be needed

        5.4   Laboratory materials needed: No additional laboratory materials will be needed

6.   Proposed term for implementation: Spring 2015

7.   Dates of prior committee approvals:

School of Teacher Education	11/08/2013
College of Education and Behavioral Sciences College Curriculum Committee	12/03/2013
Professional Education Council (if applicable)	12/11/2013
Graduate Council	_____1/16/2014_____
University Senate	
	Proposal Date: 28 Oct 2013

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

Contact Person: Brad Stinnett, Ph.D., brad.stinnett@wku.edu, 270.745.4329

1. **Identification of proposed course:**
    1.1   Course prefix and number: RSA 538
    1.2   Course title: Facility and Event Security Management
    1.3   Abbreviated course title: Facility & Event Security Mgmt
    1.4   Credit hours: 3
    1.5   Grade type: L
    1.6   Prerequisites/Corequisites: N/A
    1.7   Course description: Emphasis on efficient methods of security management in the recreation and sport (facility and event) industry, with a focus on an interagency approach.

2. **Rationale:**
    2.1   Reason for developing the proposed course: This course will enhance the graduate concentration and certificate in Facility and Event Management within the Department of Kinesiology, Recreation and Sport (KRS) and WKU's Division of Extended Learning and Outreach (DELO). The degree program and certificate are supported by an external agreement with the International Association of Venue Managers (IAVM) and the Collegiate Event and Facility Management Association (CEFMA). This course topic addresses the growing emphasis on issues relative to safety and security in the industry.
    2.2   Projected enrollment in the proposed course: 25
    2.3   Relationship of the proposed course to courses now offered by the department: This course connects effectively with other facility and event related courses offered to students. An example is RSA 517 (Legal Issues in Rec & Sport), which introduces the risk management aspect of this course. This course expands beyond introductory level content and is designed for students accepted into the cohort and/or certificate program in Facility and Event Management.
    2.4   Relationship of the proposed course to courses offered in other departments: This course will have little or no impact on other courses since all students taking the course will be admitted to an online cohort program. No other departments at WKU offer online courses in facility safety and security for recreation and sport students.
    2.5   Relationship of the proposed course to courses offered in other institutions: This course addresses the growing emphasis on issues relative to security in the recreation and sports industry. Other courses on the topic were found at the University of Southern Mississippi (HPR 620: Introduction to Sports Security Management) and the United States Sports Academy CEM 488: Contemporary Sports Security Management).

3. **Discussion of proposed course:**
    3.1   Course Objectives: Upon successful completion of this course, a student should have the ability to:
        o   Differentiate between major sport and special event threats
        o   Analyze aspects of multiagency collaboration
        o   Evaluate various incident management systems

o   Facilitate the risk assessment process for event venues
o   Describe components of emergency management and response
o   Administer effective staff development relative to security management
o   Coordinate and conduct emergency and security related drills and exercises
o   Ascertain current industry standards, "best practices," and trends

3.2   Content outline:
- Safety and Security Environment for Sports and Special Events
- Leadership and Multiagency Collaboration
- Incident Management Systems
- Risk Assessment for Sport and Event Venues
- Security Planning, Policies, and Protective Measures
- Emergency Response and Recovery
- Training and Policy Implementation
- Utilizing Exercises to Test Plans
- The Future of Safety and Security Management

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

3.4   Tentative texts and course materials: Hall, S., Cooper, W., Marciani, L., and McGee, J. (2012). *Security management for sports and special events: An interagency approach to creating safe facilities*. Champaign, IL: Human Kinetics.

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 Department of KRS faculty funded by WKU DELO and supported by an external agreement with the IAVM and CEFMA.
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 Kinesiology, Recreation & Sport   10/28/13

CHHS Graduate Curriculum Committee   12/2/13

Graduate Council   1/16/2014

University Senate

Attachment: Library Resource Form, Course Inventory Form

College of Health and Human Services
Department of Social Work
Proposal to Create a New Course
(Action Item)

Contact Person: Vivian Hurt, Vivian.hurt@wku.edu, 745-8396

1. Identification of proposed course:
   1.1   Course prefix and number: SWRK 579
   1.2   Course title: Partnership in Assessing Children and Families
   1.3   Abbreviated course title: Partnership Assess Child & Fam
   1.4   Credit hours: 3 hours
   1.5   Type of course: L (hybrid-lecture and online)
   1.6   Prerequisite: Approval of Instructor
   1.7   Course catalog listing: Provides students with a comprehensive introduction to assessment and
             provision of ongoing services in cases of child maltreatment as well as abuse and neglect of
             vulnerable adults.

2. Rationale:
   2.1   Reason for developing the proposed course: Partnership was developed as a result of restructuring
             of the Credit for Learning Academy (CFL), which serves as the mandatory in-service training
             program, for the Protection and Permanency employees of the Cabinet for Families and Children
             (Cabinet). Partnership has been successfully taught as a Special Topics course for the past year.
             The course has been accepted as a permanent part of CFL, therefore a permanent course is
             merited.
   2.2   Projected enrollment in the proposed course: Based on Cabinet demand, projected enrollment is
             25 students per course offering. This course will be offered 4 times per year. (CFL courses do not
             follow regular semester dates.)
   2.3   Relationship of the proposed course to courses now offered by the department: This course is the
             second mandatory course (in a series of 4) for all social services workers employed by the
             Cabinet. The usual flow of course work is as follows:
             SWRK 571-Introduction to Kentucky Child Welfare
             SWRK 579- Partnership in Assessing Families and Children
             SWRK 574- Enhancing Safety and Permanency for Children in Child Welfare
             SWRK 573- Assessment and Case Management: Child Sexual Abuse
   2.4   Relationship of the proposed course to courses offered in other departments: None
   2.5   Relationship of the proposed course to courses offered in other institutions: CFL is a partnership
             approach between WKU, U of K, and U of L. Each of these universities will be teaching the exact
             course four times per year.

3. Discussion of proposed course:
   3.1   Course objectives:
       •   Understand the social worker's assessment and intervention roles and responsibilities in
           abuse/neglect situations.
       •   Explain effective treatment approaches for intervening in cases of child maltreatment and
           domestic violence.
       •   Realize the impact of cultural and ethnic background as it applies to assessment of the individual
           and the family.
       •   Identify own values, beliefs, and biases as they relate to assessment of child and adult
           maltreatment.
       •   Apply the systems of care approach to practice with vulnerable populations.
       •   Demonstrate knowledge of the service delivery model and protocols used in various systems of
           care (mental health, substance abuse, juvenile justice, etc.).

- Examine personal values and beliefs about specific problems (i.e. mental illness, substance abuse, law breaking, and child and adult maltreatment) experienced by vulnerable populations involved with various systems of care and contrast those with systems of care practices and the social work profession.
- Demonstrate interviewing skills in screening, assessing and referring vulnerable populations with specific problems (i.e. mental illness, substance abuse, legal/law breaking, and child and adult maltreatment) to other systems of care for services.
- Apply pertinent laws, policies, and standards of practice to identifying safety considerations, assessing risk and lethality and interrelationships among various forms of maltreatment including child abuse, intimate partner violence, & abuse of vulnerable adults-, reporting requirements, model protocols, and appropriate voluntary and involuntary legal remedies.

- Demonstrate use of ethical/principal decision-making guidelines in practice to minimize perceived and/or real conflicts.
- Demonstrate knowledge and use of community resources and programs across systems of care to make appropriate linkages for the wellbeing of vulnerable populations.

3.2 Content outline:

Part I-Week 1: Continuous Quality Assessment (CQA) and Court
Day 1: Family Solutions Based interviewing skills, Cultural Considerations in Assessment, and Assessing Children and Families (Sessions 1-7)
Session 1: Strategies for interviewing
Session 2: Applying interviewing skills in practice
Session 3: Use of interpreters during the interview process
Session 4: Exploring cultural needs within the family
Session 5: Phases of assessment
Session 6: Steps in assessment
Session 7: Components of the CQA
Day 2: Assessing Families and Children continued (Sessions 8-11)
Session 8: Opening a case
Session 9: On-going assessment
Session 10: Reassessment goals
Session 11: Aftercare Plan
Day 3: Assessment with Adult Victims of Domestic Violence (Sessions 12 – 18)
Session 12: Forms and patterns of abuse
Session 13: Impact of abuse
Session 14: Lethality assessment
Session 15: Adult Protective Services CQA Tip Sheet
Session 16: Practice – evaluating a CQA for practice
Session 17: Assessment factors and anchors
Session 18: Concurrent Child Protective Services and Domestic Violence cases
Day 4: Court Procedures in Child Welfare (Sessions 19 – 25)
Session 19: Civil vs. Criminal actions
Session 20: Elements and definitions of dependency, neglect, and abuse
Session 21: Drafting a petition
Session 22: Juvenile proceedings
Session 23: Adjudication hearings and outcomes
Session 24: Disposition hearings and alternatives
Session 25: Reasonable efforts
Session 26: Preparing to testify
Session 27: Courtroom conduct
Part II Week 2: Day 1: Introductions to Systems of Care (Sessions 1-3)
Session 1: Definitions & Overview
Session 2: Partnerships, Types & Characteristics of Systems of Care (Substance Abuse, Mental Health, Gerontology/Vulnerable Adults/ Legal-Judicial)
Session 3: Screenings and referrals to other systems of care (i.e. mental health, substance abuse)

3.3   Student expectations and requirements:
Class Participation: in class contribution, participation, and exercises including but not limited to skill development exercises specific to topics and exercises covered in class etc. Class participation means <u>active</u> involvement in class discussions, exercises, activities, and engagement with peers and instructors in a respectful manner that facilitates learning for all.
In-Class Quizzes:
Assessment Assignment: Write up a family assessment based on a case scenario, including risk and protection factors described by the agency requirements.
Partnership Paper: Identify a community service provider and arrange a meeting. Discuss topics related to the referral, assessment, and treatment of clients. Write up your findings.
Grading scale: A = 90-100; B = 80-89; C = 70-79; F = 69 and below
Attendance is mandatory. Students must make up any missed classroom time. Assignments are due on the dates designated and will be marked down points for each day late unless alternative arrangements have been made with the instructor.
Final grade will be the average of all points earned in each of the assignments required for this class, as computed by the Grade-book function of Blackboard.

3.4   Tentative texts and course materials:
Hines, D.A. & Malley-Morrison, K. (2005*). Family Violence in the United States: Defining, understanding, and combating abuse*. Thousand Oaks, CA: Sage. Chapter 12

Partnership in Assessing Children and Families Course Manual

Online Resources:
Systems of Care https://www.childwelfare.gov/pubs/soc/
<u>Partnerships for Service:</u> A Manual of Collaboration for Kentucky's Social Service and Mental Health Agencies.
http://www.nimh.nih.gov/health/educational-resources/brain-basics/nimh-brain-basics.pdf
http://www.nimh.nih.gov/health/publications/anxiety- disorders/complete-index.shtml
http://www.nimh.nih.gov/health/publications/depression/complete-index.shtml
http://www.drugabuse.gov/publications/principles-drug-addiction-treatment
https://www.metlife.com/assets/cao/mmi/publications/essentials/mmi-preventing-elder-abuse-essentials.pdf
http://ag.ca.gov/bmfea/pdfs/citizens_guide.pdf
http://www.preventelderabuse.org/elderabuse/
http://www.ncea.aoa.gov/Resources/Publication/docs/finalgenderissuesinelderabuse030924.pdf
http://www.ncea.aoa.gov/Resources/Publication/docs/caregiver.pdf
http://www.ncea.aoa.gov/Resources/Publication/docs/risks.pdf
http://apps.americanbar.org/aging/publications/bifocal/summer02.pdf
http://www.naswdc.org/practice/standards/childwelfarestandards2012. pdf
https://www.childwelfare.gov/pubs/usermanuals/courts/chapterfour.cfm
http://courts.ky.gov/courts/familycourt/Pages/default.aspx
http://www.kybar.org/676
http://www.mcgraw-hill.co.uk/openup/chapters/9780335229116.pdf

4. Resources:
    4.1   Library resources: Current library resources are sufficient.
    4.2   Computer resources: Current computer resources are sufficient.

5. Budget implications:
    5.1   Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. The course is through DELO and will be taught by full time faculty or regular part-time faculty, with Department of Community Based Services experience.
    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:

    MSW Program   11-6-2013

    Department of Social Work: 11-12-2013

    CHHS Graduate Curriculum Committee   December 2, 2013

    Graduate Council   _____1/16/2014_____

    University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Sharon A. Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of proposed course:
      1.1   Course prefix (subject area) and number: PSYS 525
      1.2   Course title: Cognitive Neuroscience
      1.3   Abbreviated course title: Cognitive Neuroscience
      1.4   Credit hours and contact hours: 3 credit hours
      1.5   Type of course: Lecture/Seminar
      1.6   Prerequisites/corequisites: Graduate standing or permission of the instructor
      1.7   Course catalog listing: Graduate level introduction to the functional role of brain structure and activity in cognition and behavior.

2. Rationale:
      2.1   Reason for developing the proposed course: The study of the functional role of brain structure and activity in cognition and behavior has become increasingly important in the field of psychology. Students in the Psychological Science M.A. program currently take PSY 500 Trends and Scientific Approaches in Psychological Thinking to acquire knowledge of the neuroscience of cognition and behavior. PSY 500 was originally developed to allow faculty to present new developments and special topics in psychological research, but the actual topic of the course is not listed on students' transcripts. The proposed course will more clearly show on students' transcripts that they have covered cognitive neuroscience in their graduate program. This course will provide broad coverage of the cognitive and neural processes that underlie perception, attention, learning, memory, language, social cognition, decision-making, and judgment. It will also help students acquire knowledge of methodology in cognitive neuroscience that will support their ability to conduct neuroscience research in a laboratory setting. As such, the proposed course contributes to the WKU mission and strategic plan by providing the knowledge and tools that allow students to engage in high quality research, and scholarly activity at the university.
      2.2   Projected enrollment in the proposed course: Based on current enrollment levels in PSY 500, the proposed course is expected to enroll an average of 15 psychology graduate students each time it is offered (every other year).
      2.3   Relationship of the proposed course to courses now offered by the department: This course will integrate content offered in other psychology graduate courses. It is therefore recommended, but not required, that students take the course after PSY 523 Advanced Cognition and/or after PSY 580 Advanced Physiological Psychology.
      2.4   Relationship of the proposed course to courses offered in other departments: There are no other departments at WKU that offer courses that are similar to the proposed course.
      2.5   Relationship of the proposed course to courses offered in other institutions: Many psychology departments now have separate graduate programs in Cognitive Neuroscience and all of these programs include at least one course that focuses on cognitive neuroscience. In addition, several of our current and former benchmark universities with graduate programs similar to our own have courses that are either specifically devoted to cognitive neuroscience or have a strong focus on cognitive neuroscience. (For examples, see: Bowling Green State University PSYC 7100, Florida Atlantic University ISC 54653, Indiana State University PSY 654 & 654b, Middle Tennessee State University PSY 5240, Montclair State University PSYC 573, University of North Carolina – Charlotte PSYC 5316, Northern Arizona University PSY650, Oakland University PSY 521, University of Central Missouri PSY 5140.)

3   Discussion of proposed course:
      3.1   Course objectives: At the conclusion of this course students will
                  ▪   Appreciate the link between brain structure and cognitive function.

- Identify the neuroanatomy associated with cognitive systems.
- Understand and critically evaluate research in sub-disciplines of cognitive neuroscience (e.g., cognitive neuroscience of memory).
- Understand the strengths and weaknesses of different cognitive neuroscience tools and methods.
- Critically evaluate the coverage of cognitive neuroscience in the media.

3.2 Content outline: The course will consist of bi-weekly lectures and seminar presentations including, at a minimum, the following topics: Neurons: Structure, Function, & Connections, Gross and Functional Anatomy of the Brain, Measuring Neural Activity, Consciousness and Attention, Memory: From Cells to Systems, Learning, Decision Making & Judgment, Language, Emotion, Executive Function.

3.3 Student expectations and requirements: Students will be graded on their knowledge of course content via examination, seminar presentation and written summary, written review paper, and participation in seminar discussions.

3.4 Tentative texts and course materials:
- Baars, B. J., & Gage, N. M. (2010). Cognition, brain, and consciousness: Introduction to cognitive neuroscience, 2nd edition. Burlington, MA: Academic Press.
- Purves, D, et al. (2013). Principles of cognitive neuroscience, 2nd edition. Sunderland, MA: Sinauer Associates.
- American Psychological Association (2010). *Publication manual of the American Psychological Association, 6th Edition*, Washington, DC: APA.

4. Resources:

4.1 Library:
- Psychology indexing/abstracting/full-text services offered by the WKU library will provide adequate access to journal articles needed for this course.
- Monographic reference works maintained by the library (e.g., Guide to Publishing in Psychology Journals; Mental Measurements Yearbook; Tests in Print) are adequate for this course.

4.2 Instructional technology: WKU's web-based instructional tools (i.e., Blackboard) will be used for this course. This technology is adequate for the needs of the professor and the students.

5. Budget implications:

5.1 Proposed method of staffing: Existing staff
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Psychological Science: November 22, 2013

OCSE Curriculum Committee   December 12, 2013

Graduate Council   ___1/16/2014_____

University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Course Bibliography

BOOKS

American Psychological Association (2010). *Publication manual of the American Psychological Association, 6*[th] *Edition*, Washington, DC: Author.

Banich, M. T. & Compton, R. J. (2011). *Cognitive neuroscience, 3*[rd] *Edition*. Belmont, CA: Wadsworth, Cengage Learning.

Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2009). *Cognitive neuroscience: The biology of the mind*, 3rd Edition. Norton & Norton, NY.

Purves, D. and five others. (2013). *Principles of cognitive neuroscience, 2*[nd] *Edition*. Sunderland, MA: Sinauer Associates, Inc.

ARTICLES

What Can We Learn from Images of the Brain?

Beck, D.M. (2010). The appeal of the brain in the popular press. *Perspectives on Psychological Science, 5*, 762 – 766.

Haynes J.D., Sakai K., Rees G., Gilbert S., Frith C., Passingham R.E. (2007). Reading hidden intentions in the human brain. *Curr Biol,17*, 323-328.

Page, M.P.A. (2006). What can't functional neuroimaging tell the cognitive scientist? *Cortex, 42*, 428 – 433.

Poldrack, R. A. (2008). The role of fMRI in cognitive neuroscience: Where do we stand? *Current Opinion in Neurobiology, 18*, 223 – 227.

Sip K.E., Roepstorff A., McGregor W., Frith C.D. (2008). Detecting deception: The scope and limits. *Trends Cogn Sci., 12*, 48-53.

The Neural Correlates of Mindfulness

Holzel et al. (2010). Mindfulness practice leads to increases in regional brain gray matter density. *Psychiatry Research: Neuroimaging, 191*, 36 – 43.

Lutz, A.,Slagter, H.A., Rawlings, N. B., Francis, A. D., Greischar, L.I., & Davidson, R.J. (2009). Mental training enhances attentional stability: Neural and behavioral evidence. *The Journal of Neuroscience, 29*, 13418 – 13427.

Long-Term Potentiation

Whitlock, J.R., Heynen, A.J., Shuler, M.G., & Bear, M.F. (2006). Learning induces long-term potentiation in the hippocampus. *Science, 313,* 1093-1097.

Pastalkova, E., Serrano, P., Pinkhasova, D., Wallace, E., Fenton, A. A., & Sacktor, T.C. (2006). Storage of spatial information by the maintenance of LTP. *Science, 313, 1141-1144*

Consolidation and Reconsolidation (Jacob)
Consolidation and Reconsolidation

Anderson, M.C., et al. (2004). Neural systems underlying the suppression of unwanted memories. *Science, 303*, 232 – 235.

Hardt, O., Einarsson, E. O., & Nader, K. (2010). A bridge over troubled water: Reconsolidation as a link between cognitive and neuroscientific memory research traditions. *Annual Review of Psychology, 61*, 141 – 167.

Memory Systems: Old and New Views

Dew, I.T.Z., & Cabeza, R. (2011). The porous boundaries between explicit and implicit memory: Behavioral and neural evidence. *Annals of the New York Academy of Sciences, 1224*, 174 – 190.

Henke, K. (2010). A model for memory systems based on processing modes rather than consciousness. *Nature Reviews Neuroscience, 11*, 523 – 532.

Dopaminergic Learning Systems

Frank, M.J., O'Reilly, R.C., & Curran, T. (2006). When memory fails, intuition reigns: Midazolam enhances implicit interference in humans. *Psychological Science, 17*, 700 – 707.

Knowlton, B. J., Mangels, J. A. & Squire, L. R. (1996). A neostriatal habit learning system in humans. *Science, 262*, 1747-1749.

Packard, M. G., & Knowlton, B. (2002). Learning and memory functions of the basal ganglia. *Annual Review of Neuroscience, 25*, 563 – 593.

Hippocampus and VTA Loop

Adcock, R. A., Thangavel, A., Whitfield – Gabrieli, S., Knutson, B., & Gabrieli, J.D.E. (2006). Reward – motivated learning: Mesolimbic activation precedes memory formation. *Neuron, 50*, 507 – 517.

Lisman, J. E., & Grace, A. A. (2005). The hippocampal – VTA loop: Controlling the entry of information into long – term memory. *Neuron, 46*, 703 – 713.

Shohamy, D., & Adcock, R.A. Dopamine and adaptive memory. *Trends in Cognitive Sciences, 14*, 464 - 472.

Frontal Lobe & Causal Inference (Josh)

Frontal Lobe & Causal Inference

Barbey, A.K., & Patterson, R. (2011). Architecture of explanatory inference in the human prefrontal cortex. *Frontiers in Psychology, 2*, 1 – 9.

Fugelsang, J.A., & Dunbar, K.N. (2005). Brain-based mechanisms underlying complex causal thinking. *Neuropsychologia, 43*, 1204 – 1213.

Satpute, A. B. Fenker, D. B., Waldmann, M. R., Tabibnia, G. Holyoak, K. J., & Lieberman, M.D. (2005). An fMRI study of causal judgments. *European Journal of Neuroscience, 22*, 1233 – 1238.

The Left Temporal Lobe and Beyond (Nicole)

Language

Rodd, J. M., Longe, O.A., Randall, B., & Tyler, L.K. (2010). The functional organization of the fronto – temporal language system: Evidence from syntactic and semantic ambiguity. *Neuropsychologia, 48*, 1324 – 1335.

Ullmann, M.T., Corkin, S., Coppola, M., Hickock, G., (1997). A neural dissociation within language: Evidence that the mental dictionary is part of declarative memory and that grammatical rules are processed by the procedural system. *J. Cog. Neurosci., 9*, 266-276.

Fear and the Almond (Amygdala) (Kerry)

Emotional Processes

Phelps, E.A., O'Connor, K.J., Gatenby, J.C., Grillon, C., Gore, J.C., & Davis, M. (2001). Activation of the human amygdala to a cognitive representation of fear. *Nat. Neurosci., 4*, 437-441

Richardson, M.P., Strange, B.A., & Dolan, R.J. (2004). Encoding of emotional memories depends on amygdala and hippocampus and their interactions. *Nat. Neurosci., 7*, 278-285.

Addiction: The Dysfunctional Brain (Lauren)

Addiction: The Dysfunctional Brain

Belin, D., Jonkman, S., Dickinson, A., Robbins, T.W., & Everitt, B.J. (2009). Parallel and interactive learning processes within the basal ganglia: Relevance for the understanding of addiction. *Behavioural Brain Research, 199*, 89 – 102.

Ersche, K. D., Jones, P. S., Williams, G. B., Turton, A.J., Robbins, T.W., & Bullmore, E.T. (2012). Abnormal brain structure implicated in stimulant drug addiction. *Science, 335*, 601 – 604.

Goldstein, R. Z., & Volkow, N. D. (2011). Dysfunction of the prefrontal cortex in addiction: Neuroimaging findings and clinical implications. *Nature Reviews Neuroscience, 12*, 652 – 669.

Human Altruism (Laraine)

Altruism & Social Cognition

Morishima, Y., Schunk, D., Bruhin, A., Ruff, C.C., & Fehr, E. (2012). Linking brain structure and activation in temporoparietal junction to explain the neurobiology of human altruism. *Neuron, 75*, 73 – 79.

Tankersley, D., Stowe, C. J., & Huettel, S.A. (2007). Altruism is associated with an increased neural response to agency. *Nature Neuroscience, 10*, 150 – 151.

Waytz, A., Zaki, J., & Mitchell, J.P. (2012). Response of dorsomedial prefrontal cortex predicts altruistic behavior. *The Journal of Neuroscience, 32*, 7646 – 7650.

Parkinson's Disease

Moody, T.D,, Bookheimer, S. Y., Vanek, Z., & Knowlton, B. J. (2004). An implicit learning task activates medial temporal lobe in patients with Parkinson's disease. *Behavioral Neuroscience, 118*, 438-442.

Moustafa, A.A., Sherman, S. J., & Frank, M.J. (2008). A dopaminergic basis for working memory, learning, and attentional shifting in Parkinsonism. *Neuropsychologia, 46*, 3144 – 3156.

Schott, B. H., et al., (2007). Ageing and early-stage Parkinson's disease affect separable neural mechanisms of mesolimbic reward processing. *Brain, 130*, 2412 – 2424.

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: _9/17/13_

Proposed Course Name and Number: Cognitive Neuroscience, PSY525

Current Library holdings in support of the course are:

___X___ adequate ⋆   _____ inadequate*

_____ library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

⋆ Please: The library is going to purchase any materials not already owned but needed for this course. SM

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send ASAP. Attach additional sheet(s) if needed.

As noted in the course proposal, students will be required to present a seminar and complete a written review paper. The library maintains an extensive set of monographic reference works as well as a large collection of books in the various areas of psychology. These resources will be sufficient to complete these assignments. All books listed in the Course Bibliography for the course are available through the library.

II. Key journal titles needed/recommended:

The indexing/abstracting/full-text services offered by the WKU library provide access to a wide variety of journals and are sufficient to complete the assignments for this course. All journal articles listed in the Course Bibliography are available through the library.
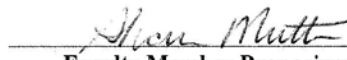
Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.
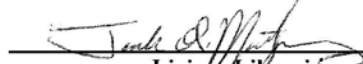
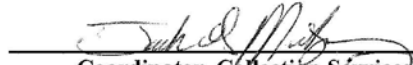**Find Your Liaison Librarian**: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative http://www.wku.edu/ucc/guidelines.html

_____
Faculty Member Proposing Course

_____
Liaison Librarian

_____
Coordinator, Collection Services

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

Contact Person: Brad Stinnett, Ph.D., brad.stinnett@wku.edu, 270.745.4329

1. **Identification of program:**
   1.1   Current program reference number: 0455
   1.2   Current program title: Facility and Event Management
   1.3   Credit hours: 12

2. **Identification of the proposed program changes:** Replace RSA 598 (Master's Project) with
   RSA 538 (Facility and Event Security Management) in the Facility and Event Management
   (FEM) graduate certificate program.

3. **Detailed program description:**

		Current Curriculum				Proposed Curriculum	
Prefix	#	Course Title	Hrs	Prefix	#	Course Title	Hrs.
		Courses				Courses	
RSA	534	Facility Management	3	RSA	534	Facility Management	3
RSA	536	Event Management	3	RSA	536	Event Management	3
RSA	**598**	**Master's Project**	**3**	**RSA**	**538**	**Facility and Event Security Management**	**3**
RSA	590	Practicum	3	RSA	590	Practicum	3
		Total	12			Total	12

4.   **Rationale for the proposed program change:** The new course proposed, RSA 538 (Facility and Event
   Security Management), will enhance the overall program by better addressing industry and standards and
   trends. This course addresses the values and priorities of our two partnering organizations, the International
   Association of Venue Managers (IAVM) and the Collegiate Event and Facility Management Association
   (CEFMA).

5. **Proposed term for implementation and special provisions:** Fall 2014

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

   Department of KRS   10/28/13

   CHHS Graduate Curriculum Committee   12/2/13

   Graduate Council   1/16/2014

   University Senate

University College
Certificate: Leadership Studies
School of Professional Studies
Proposal to Revise a Certificate
(Action Item)

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

1. Identification of program:
    1.1   Current program reference number: #163
    1.2   Current program title: Graduate Certificate in Leadership Studies
    1.3   Credit hours: 14

2. Identification of the proposed program changes:
- Change program title: Graduate Certificate in Organizational Leadership
- Revision of total program credit hours from 14 to 12
- Modification of courses utilized to fulfill program requirements by reducing the number of required elective hours from nine to six

3.   Detailed program description:

Current Requirements of the Certificate	Proposed Requirements for the Certificate
Core of required courses – 5 hours	**Core of required courses – 6 hours**
LEAD 500: Effective Leadership Studies LEAD 600: Capstone Leadership Experience (2 hours)	LEAD 500: Effective Leadership Studies **LEAD 597: Capstone in Leadership Studies (3 hours)**
Elective courses – 9 hours	**Elective courses – 6 hours**
Students will complete one course in each of the following categories: • Ethics and Social Responsibility • Human Relations • Critical Thinking and Empirical Assessment	**Students will complete one course in two of the following categories:** • Ethics and Social Responsibility • Human Relations • Critical Thinking and Empirical Assessment
TOTAL CREDITS: 14	**TOTAL CREDITS: 12**

4. Rationale for the proposed program change:
Renaming the certificate coincides with the renaming of the MA in Leadership Studies to MA in Organizational Leadership. Reducing the number of credit hours to 12 will allow students who complete the certificate to transition into the MA in Organizational Leadership with 12 credit hours from the certificate. The reduction of credits to 12 will also make it easier for other programs to accept all the certificate courses as electives. The Capstone in Leadership Studies will allow students to synthesize across disciplines through a leadership lens. Students subsequently transferring into the MA in Organizational Leadership may transfer the three Capstone credits earned for the certificate as electives, but must complete the three credits of the Capstone Leadership Experience, an applied focus in leadership, to fulfill program requirements.

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

6. Dates of prior committee approvals:
School of Professional Studies   1/8/14
University College Curriculum Cmt
Graduate Council   _____1/16/2014___
University Senate   _____

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

Contact Person: Brad Stinnett, Ph.D., brad.stinnett@wku.edu, 270.745.4329

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

2. **Identification of the proposed program changes:**
    • Replace RSA 598 Master's Project with RSA 538 Facility and Event Security Management in the Facility and Event Management (FEM) Concentration. No changes to other concentrations are proposed.

3. **Detailed program description:**

		Current Curriculum				**Proposed Curriculum**	
Prefix	#	Course Title	Hrs	Prefix	#	Course Title	Hrs.
		Core Courses				Core Courses	
RSA	501	Research Methods in Recreation and Sport	3	RSA	501	Research Methods in Recreation and Sport	3
RSA	513	Recreation and Sport Administration	3	RSA	513	Recreation and Sport Administration	3
RSA	515	Recreation and Sport Facility Development	3	RSA	515	Recreation and Sport Facility Development	3
RSA	517	Legal Issues in Recreation and Sport	3	RSA	517	Legal Issues in Recreation and Sport	3
RSA	519	Fiscal Practices in Recreation and Sport	3	RSA	519	Fiscal Practices in Recreation and Sport	3
RSA	521	Public Relations in Recreation and Sport	3	RSA	521	Public Relations in Recreation and Sport	3
RSA	523	Theory of Recreation and Sport	3	RSA	523	Theory of Recreation and Sport	3
		Core Total	21			Core Total	21
		Concentration Courses				Concentration Courses	
		Facility and Event Management (FEM)				Facility and Event Management (FEM)	
RSA	534	Facility Management	3	RSA	534	Facility Management	3
RSA	536	Event Management	3	RSA	536	Event Management	3
RSA	**598**	**Master's Project**	**3**	**RSA**	**538**	**Facility and Event Security Management**	**3**
RSA	590	Practicum in Recreation and Sport	3	RSA	590	Practicum in Recreation and Sport	3
		Concentration Total	12			Concentration Total	12
		Total Hours FEM	33			Total Hours FEM	33

4. **Rationale for the proposed program change:**
    • The new course proposed, RSA 538 (Facility and Event Security Management), will enhance the overall program by better addressing industry standards and trends, particularly those related to security management in the recreation and sport industry. This course addresses the values and priorities of our two

partnering organizations, the International Association of Venue Managers (IAVM) and the Collegiate Event and Facility Management Association (CEFMA). Students are required to complete a research paper for potential publication in RSA 501. RSA 590 allows students to complete a capstone practicum experience.

5. Proposed term for implementation: Fall 2014

6. Dates of prior committee approvals:

KRS Department: _____10/28/13_____

CHHS Graduate Curriculum Committee _____12/2/13_____

Graduate Council _____1/16/2014_____

University Senate _____

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

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

1. **Identification of program:**
   1.1   Current program reference number: 0012
   1.2   Current program title: M.A. Organizational Communication
   1.3   Credit hours: 34

2. **Identification of the proposed program changes:**
   Removal of COMM 505 Introduction to Graduate Studies in Communication from the required core. The total credit hours for the required core will change from 10 to 9 hours and the total program hours will change from 34 to 33.

3. **Detailed program description:**

CURRENT PROGRAM	PROPOSED REVISION
Degree Requirements—34 hours	Degree Requirements—**33 hours**
Required Core--10 hours	*Required Core--9 hours*
COMM 501: Qualitative Research Methods in Comm (3) COMM 502: Quantitative Research Methods in Comm (3) COMM 505: Introduction to Grad Studies in Comm (1) COMM 547: Organizational Communication Theory (3)	COMM 501: Qualitative Research Methods in Comm (3) COMM 502: Quantitative Research Methods in Comm (3) COMM 547: Organizational Communication Theory (3)
Organizational Communication Electives – 12 hours Selected with Advisor approval	*Organizational Communication Electives – 12 hours* Selected with Advisor approval
COMM 528 Communication in the Nonprofit Sector COMM 551 Employee Communication COMM 552 Democracy, Power, & Voice in Orgs COMM 560 Seminar in Organizational Comm COMM 561 Multinational Organizational Comm COMM 563 Issues Management COMM 564 Crisis Communication COMM 566 Corporate & Organizational Advocacy COMM 568 Organizational Identification COMM 571 Computer Mediated Comm in Orgs COMM 581 Applied Organizational Communication COMM 586 Processes of Group Communication COMM 587 Comm in Intercultural Neg. & Mediation COMM 595 Independent Study in Communication	COMM 528 Communication in the Nonprofit Sector COMM 551 Employee Communication COMM 552 Democracy, Power, & Voice in Orgs COMM 560 Seminar in Organizational Comm COMM 561 Multinational Organizational Comm COMM 563 Issues Management COMM 564 Crisis Communication COMM 566 Corporate & Organizational Advocacy COMM 568 Organizational Identification COMM 571 Computer Mediated Comm in Orgs COMM 581 Applied Organizational Communication COMM 586 Processes of Group Communication COMM 587 Comm in Intercultural Neg. & Mediation COMM 595 Independent Study in Communication
Human Communication Electives – 6-12 hours Selected with Advisor approval	*Human Communication Electives – 6-12 hours* Selected with Advisor approval
COMM 523 Health Communication COMM 531 Global Leadership Communication COMM 544 Persuasive Communication	COMM 523 Health Communication COMM 531 Global Leadership Communication COMM 544 Persuasive Communication

COMM 548 Family Communication COMM 565 Communication and Conflict COMM 570 Seminar in Communication COMM 572 Nonverbal Communication COMM 577 Terrorism and Communication COMM 578 Sem in Interpersonal Communication COMM 595 Independent Study in Communication *Capstone -- 6 hours* Thesis Option: Students complete 6 hours of COMM 599 Thesis Writing & Research and complete written Comprehensive Exams. Non-thesis Capstone Option: Student completes 6 hours of Organizational or Human Communication electives and complete written Comprehensive Exams. 	COMM 548 Family Communication COMM 565 Communication and Conflict COMM 570 Seminar in Communication COMM 572 Nonverbal Communication COMM 577 Terrorism and Communication COMM 578 Sem in Interpersonal Communication COMM 595 Independent Study in Communication *Capstone -- 6 hours* Thesis Option: Students complete 6 hours of COMM 599 Thesis Writing & Research and complete written Comprehensive Exams. Non-thesis Capstone Option: Student completes 6 hours of Organizational or Human Communication electives and complete written Comprehensive Exams.

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

   COMM 505 Introduction to Graduate Studies in Communication (1 credit hour) was developed and is required for new graduate students entering the M.A. in Organizational Communication. This course was developed as a way to introduce students to major disciplinary areas of the communication field, major scholars, journal publications, APA citation style, literature review writing, and CITI training. Since the development of this course, the method for charging tuition has changed; students now pay for each hour of credit. The cost of this course now seriously erodes the tuition waiver Graduate Assistants receive, imposes a financial hardship, and creates a disincentive to join our program. We plan to split the course content into online modules and to integrate these activities into the required theory (COMM 547) and method (COMM 501) courses. This change will reduce our total number of credit hour requirements from 34 to 33.

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

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

   Department of Communication: November 13, 2013

   Potter College Curriculum Committee   December 5, 2013

   Graduate Council   ___1/16/2014_____

   University Senate   _____