



Graduate Council

Agenda – April 6, 2017, 3:00 p.m.
Academic Affairs Conference Room WAB 239

1. Call to Order
2. Consideration of March 9, 2017 minutes
3. Committee Reports
 - a. Curriculum Committee (Report included as Attachment 1)
 - b. Policy Committee
 - c. Student Research Grants Committee
4. Report from Dean of the Graduate School
 - a. Graduate Faculty (Report Included as Attachment 2)
5. Public Comments
6. Announcements & Adjourn

Attachment 1

Graduate Council Program and Curriculum Committee (GCC)

Report to the Graduate Council

From: Kirk Atkinson, Chair

Date: March 27, 2017

April 6, 2017 Grad. Council

Consent Agenda Report. The GCC submits the following consent and information items from its March 27, 2017 meeting for approval by the Graduate Council. Minutes of March 27 meeting posted on [GCCC web site](#).

Gordon Ford College of Business
Single Submission, no header information provided

Action	Proposal to Create a New Certificate Economic Data Analytics Contact: Alex Lebedinsky Email: alex.lebedinsky@wku.edu Phone: 270-745-3150
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College of Education and Behavioral Sciences
Dean's Office 745-4020
Report to the Graduate Council Curriculum Committee
March 15, 2017

TYPE OF ITEM	DESCRIPTION OF ITEM & CONTACT INFORMATION
Consent	Proposal to Delete a Program Item: 118, Elementary Education Specialist, Ed.S. Contact: Lisa Murley Email: lisa.murley@wku.edu Phone: (270) 745-8822
Consent	Proposal to Delete a Program Item: 119, Secondary Education, EDS Contact: Rebecca Stobaugh Email: Rebecca.stobaugh@wku.edu Phone: (270) 745-5690
Consent	Proposal to Suspend a Course Item: CNS 570, Workshop in Counseling Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799
Consent	Proposal to Suspend a Course Item: CNS 580, Family Life Studies Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799

Consent	<p>Proposal to Suspend a Course Item: CNS 652, Independent Research Counseling Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799</p>
Consent	<p>Proposal to Suspend a Program Item: 159, Individual Intellectual Assessment, Endorsement Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799</p>
Action	<p>Proposal to Create a New Course Item: CNS 548, Principles and Practices of School Counseling Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799</p>
Action	<p>Proposal to Create a New Course Item: CNS 549, School Counseling and Consultation Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799</p>
Action	<p>Proposal to Create a New Course Item: CNS 677, Eating Disorders in Counseling Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799</p>
Action	<p>Proposal to Revise a Course Item: CNS 559, Techniques in Counseling Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799</p>
Action	<p>Proposal to Revise a Course Item: CNS 567, Mental Health Diagnosis and Treatment in Counseling Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799</p>
Action	<p>Proposal to Revise a Course Item: CNS 583, Couples Counseling Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799</p>
Action	<p>Proposal to Revise a Program Item: 046, School Counseling, Master of Arts in Education Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu</p>

	Phone: (270) 745-4799
Action	Proposal for a New Certificate Program Item: Addictions Education Contact: Jill Sauerheber Email: jillduba.sauerheber@wku.edu Phone: (270) 745-4799

REPORT TO THE GRADUATE COUNCIL CURRICULUM COMMITTEE

DATE: March 8, 2017

FROM: Ogden College of Science and Engineering

Consent	Proposal to Delete a Course GEOG 424G, Weather Analysis and Forecasting Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Consent	Proposal to Delete a Course GEOG 434G, Historic Preservation Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Consent	Proposal to Delete a Course GEOG 462G, Geography of South America Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Consent	Proposal to Delete a Course GEOG 467G, Geography of the Middle East Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Consent	Proposal to Delete a Course GEOG 474G, Environmental Planning Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Consent	Proposal to Delete a Course GEOG 501, Geoscience and Development Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Consent	Proposal to Delete a Course GEOG 502, Geoscience Field Research Methods Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Consent	Proposal to Delete a Course GEOG 539, Seminar in Atmospheric Modeling Contact person: David Keeling, david.keeling@wku.edu, 5-4555

Consent	Proposal to Delete a Course GEOL 420G, Geomorphology Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Consent	Proposal to Delete a Course GEOL 460G, Sedimentation and Stratigraphy Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Consent	Proposal to Delete a Course GEOL 475G, Independent Topics/Geology Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Consent	Proposal to Delete a Course INED 568, Ceramics and Plastics Contact person: Mark Doggett, mark.doggett@wku.edu, 5-6951
Action	Proposal to Revise a Course AGRO 452G, Soil Microbiology Contact person: Becky Gilfillen, becky.gilfillen@wku.edu, 5-5970
Action	Proposal to Revise a Course AGRO 454G, Soil Management and Conservation Contact person: Becky Gilfillen, becky.gilfillen@wku.edu, 5-5970
Action	Proposal to Revise a Program Ref: 072, Geoscience Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Action	Proposal to Revise a Course GEOS 523, Urban GIS Applications Contact person: Jun Yan, jun.yan@wku.edu, 5-4555
Action	Proposal to Revise a Course GEOS 534, Historic Preservation Planning Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Action	Proposal to Revise a Course GEOS 580, Seminar Urban Geography Contact person: David Keeling, david.keeling@wku.edu, 5-4555
Action	Proposal to Create a New Course CS 535, Cloud Computing Contact person: Jeff Galloway, jeffrey.galloway@wku.edu, 5-2859

Certificate Program - Create New
Graduate Certificate in Economic Data Analytics
Gordon Ford College of Business
(Action)

Date: February 8, 2017
College: Gordon Ford College of Business
Department: Economics
Contact Person: Alex Lebedinsky, Graduate Program Coordinator
Name, email, phone: alex.lebedinsky@wku.edu, 270-745-3150

1. Identification of program:

- 1.1 Program title: Graduate Certificate in Economic Data Analytics
- 1.2 Required hours: 12 credit hours
- 1.3 Program Description: Graduate certificate in quantitative economics courses
- 1.4 Classification of Instructional Program Code (CIP): [45.0603](#)

2. Learning outcomes of the proposed certificate program:

- A. **Discipline Knowledge:** Certificate graduates will demonstrate advanced knowledge in quantitative economics disciplines including applied economic statistics, econometrics and time series forecasting, as well as data management skills.
- B. **Critical and Strategic Thinking:** Certificate graduates will learn how to apply quantitative skills to analyze data, provide actionable insights based on their analyses and communicate their results effectively to non-technical audiences.
- C. **Economic Modeling:** Certificate graduates will demonstrate competency in three core skills - data manipulation, applied statistics and economic theory – to identify appropriate statistical models to study economic phenomena, to create forecasts of economic data and evaluate the quality of the models and forecasts.

3. Rationale:

3.1 Reasons for developing the proposed certificate program:

There is a high demand in the job market for people with quantitative skills. The certificate would give the opportunity to both returning students and recent graduates to obtain the skills that would allow them to become more competitive in the job market. For recent graduates of GFCB, the certificate would serve as a complement to their degree by combining the knowledge in their main field of specialization with solid quantitative skills.

Another reason for developing the certificate is to increase the probability of employment for students seeking analyst-type jobs in the U.S. government. Many of such jobs require a minimum of 15 hours of quantitative courses to be eligible to apply. The certificate will help potential applicants accumulate the hours they need while offering highly employable skills.

The certificate would also allow students to learn the same quantitative skills that can be gained through the MA in Applied Economics without going through the entire program. This would serve the working professionals seeking such skills but who do not have the opportunity to complete the entire Master's degree.

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

All of the courses in the certificate are courses currently offered in the MA in Applied Economics. Four of the courses are the core courses in the Master's program and the other three are electives.

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

No similar graduate certificates are currently being offered at WKU.

3.4 Projected enrollment in the proposed certificate program: 20 per year

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (Including programs at benchmark institutions – marked with *):

- Applied Business Analytics, Appalachian State University*
- Applied Data Analysis, University of Wisconsin-Milwaukee
- Applied Econometrics and Data Science Foundations, Valparaiso University
- Applied Economics, Southern Methodist University
- Applied Economics, Georgia Southern University
- Economic Data Analytics, University of Akron
- Graduate Certificate in Applied Microeconomics, American University
- Graduate Certificate in Economics Analysis, University of Maryland
- Quantitative Methods in Applied Economics, Johns Hopkins University
- Statistical Methods, North Carolina Central University
- -None in Kentucky at a public institution

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

WKU 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.*

This graduate certificate will help prepare professionals for jobs in both public and private sector. The certificate offers an opportunity for continuing education, thus serving the mission of lifelong learning.

Challenging the Spirit Action Plan 2012-13 to 2017-18

WKU Strategic Goal 1: Foster Academic Excellence

***Extend the engaged learning and global dimensions of the WKU academic experience
Reinforce WKU as a destination of choice for faculty, staff and students.***

Offering a unique program that teaches skills that are in high demand will directly serve the objective of reinforcing WKU as destination of choice.

OBJECTIVE 2.3

Make a college education more economically affordable for students from diverse groups.

The certificate offers some of the core benefits of a Master’s program with less than half of the credit hours required for a Master’s degree.

OBJECTIVE 3.1

Expand WKU’s economic impact on the region through student, faculty, and staff engagement. (Includes) “Increase by 20% percentage of credits completed through distance learning” and “Expand and enhance online programs and student services.”

This certificate would expand the graduate education opportunities and contribute toward providing crucial quantitative skills to the Kentucky workforce. At the initial stage, the certificate will utilize the face-to-face courses currently offered through the MA in Applied Economics program. Ultimately, the certificate will be made available on-line.

4. Admission Criteria:

The admission requirements are the same as those for The Graduate School. Admission to the certificate does not require or include admission to the MA in Applied Economics program. Additionally, applicants are required to have completed an introductory statistics course (e.g. ECON 206) prior to enrolling in the certificate program.

5. Curriculum:

The certificate requires successful completion of 4 courses, three of which are required and one of which is chosen from the list of specified options. The certificate requires 12 credit hours:

THREE REQUIRED COURSES:

ECON 465G – Regression and Econometrics*	3.0 Hours
ECON 506 – Applied Statistical Methods	3.0 Hours
ECON 594 – Forecasting	3.0 Hours

ONE COURSE REQUIRED FROM THE FOLLOWING LIST:

ECON 507 – Data Methods in Economics	3.0 Hours
ECON 598 – Independent Study	3.0 Hours
ECON 464G – Mathematical Economics	3.0 Hours
ECON 596 – Applied Economics Project	3.0 Hours

If a student already took ECON 465 as an undergraduate at WKU or an equivalent course from another institution, they must enroll in additional elective course above or one of the courses currently approved for MA in Applied Economics:

6. Budget implications:

At the initial stage, the intention is to offer the certificate through the existing MA in Applied Economics program. No additional courses need to be added. All of these courses are currently offered on a rotation as a part of regular faculty load. Enrollment in the certificate will help fill the courses to capacity. As the certificate program expands, the certificate will be offered entirely through online courses. The online sections will be taught in overload and offered through DELO.

7. Term of implementation: Fall 2017

8. Dates of committee approvals:

Department (<i>Economics</i>)	<u>2/13/17</u>
College Curriculum Committee (<i>GFCB Grad Committee</i>)	<u>2/22/17</u>
Graduate Council Curriculum Committee	<u>03/27/2017</u>
Graduate Council	<u>04/06/2017</u>
University Senate	_____
Board of Regents	_____

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**Create a New Course
(Action)**

Date: 11/29/2016

College, Department: College of Education and Behavioral Sciences, Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu , 5-4799

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 548
- 1.2 Course title: Principles and Practices of School Counseling
- 1.3 Abbreviated course title: Principle Practice Sch Counsel
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ___ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Course participants will learn how to design and implement guidance, counseling, and career services at various school levels, as well as best practices in facilitating and advancing student learning.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will replace an outdated course currently being required within the School Counseling program and associate certificate programs. Its content accurately reflects current trends in School Counseling, as well as accreditation standards. Such content is related to the practice and philosophy of effective elementary, middle and high school counseling, as well as current trends in best practice.
- 2.2 Relationship of the proposed course to other courses at WKU: CNS 559 Counseling Techniques and CNS 568 Counseling Children and Adolescents focus on clinical skills, however do not necessarily do so within the context of the school setting.

3. Discussion of proposed course:

- 3.1 Schedule type: Applied Learning
- 3.2 Learning Outcomes: Learning Outcomes: Upon completing this course, students will:
 - 1. Understand the history of Professional School Counseling, including recent trends and transformations in school counseling practice, and how this history has informed the current practice of school counselors.
 - 2. Understand the role and functions of a Professional School Counselor, and begin the process of develop and evolving Professional Identity, Professional Philosophy, and Mission to inform future practice.
 - 3. Understand the ASCA National Model and models of Comprehensive School Counseling Programs (CSCP), and be able to apply the models to develop and manage a CSCP.

4. Understand and articulate the role of Professional School Counselors in creating educationally just school and managing healthy learning communities that promote success for every student.
 5. Identify, deconstruct, and analyze current issues facing Professional School Counselors in Warren County and surrounding areas, the State of Kentucky, and the USA.
- 3.3 Content outline: This course will introduce school counseling programs at the elementary, middle, and high school levels. Philosophy, principles, and practices of effective elementary, middle, and high school counseling, as well as the developmental needs of students 5-18 years of age. The following subject areas will be covered:
- FOUNDATIONS in
- models of school counseling programs
 - models of school-based collaboration and consultation
 - assessments specific to P-12 education
- PRACTICE in
- development of school counseling program mission statements and objectives
 - design and evaluation of school counseling programs
 - core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
 - interventions to promote academic development
 - approaches to increase promotion and graduation rates
 - techniques to foster collaboration and teamwork within schools
 - strategies for implementing and coordinating peer intervention programs
 - use of accountability data to inform decision making
 - use of data to advocate for programs and students
- 3.4 Student expectations and requirements:
Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition.
- 3.5 Tentative texts and course materials:
- American School Counseling Association. (2013) *The ASCA National Model: A Framework for School Counseling Programs*. ASCA.
 - Chen-Hayes, S. F., Ockerman, M. S., & Mason, E. (2013). *101 Solutions for School Counselors and Leaders in Challenging Times*. Crown.
 - Gysbers, N. C. (2012). *Developing & Managing Your School Guidance & Counseling Programs*. ASCA.
 - Gysbers, N. C. (2010). *School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling*. American School Counselor Association.
 - North, R. A. (2017). *Motivational Interviewing for School Counselors*. Independent publisher.
 - Stone, C. (2013). *School Counseling Principles: Ethics and Law* Paperback. American School Counselor Association.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from the Department of

Counseling and Student Affairs will teach courses. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.

- 4.2 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. Term for implementation: Fall 2017

6. Dates of committee approvals:

Department	11/29/2016 <hr/>
College Curriculum Committee	12/06/2016 <hr/>
Professional Education Council (if applicable)	02/08/2017 <hr/>
Graduate Council Curriculum Committee	03/27/2017 <hr/>
Graduate Council	04/06/2017 <hr/>
University Senate	<hr/>

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course (Action)

Date: 11/29/2016

College, Department: College of Education and Behavioral Sciences, Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 549
- 1.2 Course title: School Counseling and Consultation
- 1.3 Abbreviated course title: School Counseling Consultation
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ___ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: This course is designed to prepare students to lead programs and employ consultation strategies in the development and implementation of data driven school counseling programs. Students will learn leadership and school-based consultation principles, theories, skills, and models necessary to enhance the learning environment. Emphasis is placed on the role of the school counselor as a systemic change agent.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will replace an outdated course currently being required within the School Counseling program and associate certificate programs. Its content accurately reflects current trends in School Counseling, as well as accreditation standards. More specifically, it will outline various consultation principles and skills which are not covered in other school counseling courses.
- 2.2 Relationship of the proposed course to other courses at WKU: Psych 645 Consultation in Mental Health and Educational Settings is offered in the psychology department, however it focuses more on interventions than on preventative measures.

3. Discussion of proposed course:

- 3.1 Schedule type: Applied Learning
- 3.2 Learning Outcomes: Upon completing this course, students will:
 - Understand school-based consultation principles, theories, and models
 - Develop skills in leadership, advocacy, consultation, and systems change agents in P-12 schools
 - Understand school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
 - Will develop skills in school counselor roles such as school leadership and in multidisciplinary teams
 - Will develop competencies to advocate for school counseling roles

- Will understand the qualities and styles of effective leadership in schools
- Will understand how to create and connect with community resources and referral sources
- Will become knowledgeable of legislation and government policies relevant to school counseling
- Will develop strategies to promote equality in student achievement and college access

3.3 Content outline:

- School counselor roles as leaders, advocates, and systems change agents in P-12 schools
- School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- School counselor roles in school leadership and multidisciplinary teams
- Competencies to advocate for school counseling roles
- Qualities and styles of effective leadership in schools
- Community resources and referral sources
- Legislation and government policy relevant to school counseling
- Strategies to promote equality in student achievement and college access

3.4 Student expectations and requirements: Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition.

3.5 Tentative texts and course materials:

- Erford, B. T. (2015). *Professional School Counseling: A Handbook of Theories, Programs, and Practices*. Pro Ed.
- Hatch, T. (2013). *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession*. Corwin Publishers.
- Kampwirth, T. J. (2015). *Collaborative Consultation in the Schools: Effective Practices for Students with Learning and Behavior Problems*. Pearson.
- Kolbert, J. B., Williams, R. L., Morgan, L. M., Crothers, L. M., & Hughes, T. L. (2016). *Introduction to Professional School Counseling: Advocacy, Leadership, and Intervention*. Routledge.

4. Budget implications:

4.2 Proposed method of staffing: Existing faculty from the Department of Counseling and Student Affairs will teach courses. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.

4.3 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. Term for implementation: Fall 2017

6. Dates of committee approvals:

Department	11/29/2016 <hr/>
College Curriculum Committee	12/06/2016 <hr/>
Professional Education Council (if applicable)	02/08/2017 <hr/>
Graduate Council Curriculum Committee	3/27/2017 <hr/>
Graduate Council	04/06/2017 <hr/>
University Senate	<hr/>

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course (Action)

Date: 11/29/2016

College, Department: College of Education and Behavioral Sciences, Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799

Andrea Jenkins, andrea.jenkins@wku.edu, 270-745-4786

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 677
- 1.2 Course title: Eating Disorders in Counseling
- 1.3 Abbreviated course title: Eating Disorders in Counseling
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ___ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Etiology, assessment, and diagnosis of eating disorders which will include anorexia nervosa, bulimia nervosa, binge eating disorder, and avoidant/restrictive food intake disorder. Existing treatment options and preventative measures will also be examined.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: Currently, eating disorders have the highest mortality rate of any mental health disorder (Crow, Peterson, Swanson, Raymond, Specker, Eckert, & Mitchell, 2009; National Association of Anorexia Nervosa and Associated Disorders [ANAD], 2014; Smink, van Hoeken, & Hoek, 2012; Papadopoulous, Ekbam, Brandt, & Ekselius, 2008) and are characterized by significant physical, psychological, and academic or occupational dysfunction (Hillegge, Beale, & McMaster, 2006; Smink et al., 2012). Further, eating disorders have high co-morbidity with other psychiatric conditions such as obsessive-compulsive disorder, anxiety, depression and suicidality, narcissistic personality disorder, and avoidant personality disorder (Hudson, Hiripi, Pope, & Kessler, 2007; Simon & Zieve, 2013; Swanson, Crow, LeGrange, & Merikangas, 2011). Eating disorders, which include anorexia nervosa, bulimia nervosa, binge eating disorder, and avoidant/restrictive food intake disorder classifications (American Psychiatric Association, 2013), tend to be first diagnosed in individuals in late adolescence and early adulthood. Scholars have found among college samples that women and men exhibit disordered eating patterns at approximately 25% and 20%, respectively (Arigo, Schumacher, & Martin, 2014; Greenleaf, Petrie, Carter, & Reel, 2009; Quick & Byrd-Bredbrenner, 2013).
The alarming research statistics support the need for more of an academic focus on this specific population. Currently, at WKU within the Counseling and Student Affairs program, eating disorders are covered only briefly over one evening in a three- credit

hour course (CNS 567 Mental Health Diagnosis and Treatment in Counseling). Clearly, this is not a significant amount of time to address an issue that is impacting our campus and the surrounding Bowling Green community. Based on the course catalog, no other courses on campus state explicitly that the focus of the course is on eating disorders. Many counselors in our program and within the community have reported that they do not feel adequately prepared to offer effective assessment and interventions when working with eating disorder concerns.

The proposed course will be used as an elective in the Counseling and Student Affairs program and the proposed Certificate in Addictions, as well as made available to students who may be interested in the topic from other programs. The course is a possibility for all undergraduate/ graduate students on WKU's campus including those preparing to be teachers, counselors, human services professionals, and/or content experts.

- 2.2 Relationship of the proposed course to other courses at WKU: The proposed course will examine eating disorders from a holistic perspective including the physical and psychological effects of these diagnoses. Other courses provided through WKU (HMD 361/HMD362 and CHEM 109/CHEM304) which address this topic approach it from a medical perspective, focusing either specifically on the effects of poor nutrition in general on the physical body, or from a treatment perspective which emphasizes nutrition planning. None of the courses currently offered at WKU, dealing with eating disorders specifically address the mental health concerns inherent in these diagnoses; or discuss prevention of the cognitive and emotional stressors that can lead to eating disorders.

3. Discussion of proposed course:

- 3.1 Schedule type: Applied Learning
- 3.2 Learning Outcomes: Upon completing this course, students will:
- Describe various eating disorders in diagnostic terms
 - Analyze and compare etiology of various eating disorders and their development over time
 - Demonstrate use of assessments for eating disorders
 - Identify and evaluate existing treatment options for various eating disorders
 - Compare and contrast abnormal and normal eating habits based on current research and clinical expertise
 - Discuss current eating behavior trends and explain medical consequences of various eating disorder symptoms
 - Examine comorbid mental health issues related to eating disorders, such as certain personality factors
- 3.3 Content outline:
- Definition and diagnostic criteria for eating disorders
 - Etiology of specific eating disorders and personality factors related to specific eating disorders
 - Assessment techniques
 - Cultural competencies when evaluating abnormal vs normal eating behaviors

- Current eating behavior trends and treatment options available
 - Discussion of preventative measures
 - Comorbid mental health issues
- 3.4 Student expectations and requirements:
Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition.
- 3.5 Tentative texts and course materials:
Keel, P. K. (2016). *Eating disorders* (2nd ed.). New York, NY: Oxford University Press.
Additional assigned and supplemental course readings and resources will be available on the WKU Blackboard site for this course.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from the Department of Counseling and Student Affairs will teach courses. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.
- 4.2 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. Term for implementation: Fall 2017

6. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	02/07/2017
Professional Education Council (if applicable)	02/08/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: 11/29/2016

College, Department: College of Education and Behavioral Sciences, Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799

1. Identification of course

- 1.1 Course prefix (subject area) and number: CNS 559
- 1.2 Course title: Techniques in Counseling

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: Delete "CNS 558"
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: CNS 558 is the Counseling Theories course. The content from this course is not necessary to apply the concepts addressed and taught in CNS 559 Techniques in Counseling.

4. Term of implementation: Spring 2018

5. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	02/07/2017
Professional Education Council (if applicable)	02/08/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Program
(Action)**

Date: 11/29/2016

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, Ph.D., jillduba.sauerheber@wku.edu, 5-4799

1. Identification of program:

1.1 Reference number: 046

1.2 Program title: School Counseling, Master of Arts in Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum: Decrease from 48 hours to 36 hours

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
(Insert existing program language)	(Identify deletions by strike-through and highlight additions.)
Program Admission	Program Admission
Application Deadline is October 15 for spring admission; and March 15 for fall admission.	Application Deadline is October 15 for spring admission; and March 15 for fall admission.
Overview of the Application Process for Master's Degree Programs	Overview of the Application Process for Master's Degree Programs
Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective	Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective

<p>counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.</p> <p>After completion of the interview, admissions decisions are made based on application ratings and interview evaluations collectively. The application process is competitive with a limited number of openings.</p> <p>STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS</p> <p>Completed applications include various application materials that must be completed by the application deadlines. Application portfolios should reflect thought, attention to detail, and appropriate effort. You are applying to a competitive graduate program; it is important that your portfolio represents you in a positive yet realistic manner. Please allow yourself at least a few weeks to complete the entire process.</p> <p>All of the following materials should be submitted directly through the Graduate School application:</p> <ol style="list-style-type: none"> 1. Graduate School Application Form - requirements include a non-refundable application fee and official transcripts 2. Statement of Interest 3. KSP background check and signed statement 4. Resume <p>In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is received,</p>	<p>counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.</p> <p>After completion of the interview, admissions decisions are made based on application ratings and interview evaluations collectively. The application process is competitive with a limited number of openings.</p> <p>STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS</p> <p>Completed applications include various application materials that must be completed by the application deadlines. Application materials should reflect thought, attention to detail, and appropriate effort. You are applying to a competitive graduate program; it is important that your portfolio represents you in a positive yet realistic manner. Please allow yourself at least a few weeks to complete the entire process.</p> <p>All of the following materials should be submitted directly through the Graduate School application:</p> <ol style="list-style-type: none"> 1. Graduate School Application Form - requirements include a non-refundable application fee and official transcripts 2. Statement of Interest 3. KSP background check and signed statement A background check 4. Resume <p>In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is received,</p>
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<p>separate instructions will be sent for completing this process.</p> <p>STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW</p> <p>Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission for the most highly rated candidates.</p> <p>Applicants with moderate or lower rankings from the interviewers may receive letters indicating they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p> <p>The specific requirements for the MAE program in School Counseling are as follows:</p> <p>CNS 550 Introduction to Counseling 3 CNS 551 Classroom Guidance 3 CNS 598 Research and Program Evaluation in Counseling 3</p>	<p>separate instructions will be sent for completing this process.</p> <p>STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW</p> <p>Based on the review of the application materials, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission for the most highly rated candidates.</p> <p>Applicants with moderate or lower rankings from the interviewers may receive letters indicating they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p> <p>The specific requirements for the MAE program in School Counseling are as follows:</p> <p>CNS 550 Introduction to Counseling 3 CNS 551 Classroom Guidance 3 CNS 598 Research and Program Evaluation in Counseling 3</p>
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<p>CNS 552 Testing and Assessment in Counseling 3 CNS 554 Group Counseling 3 CNS 555 Social and Cultural Diversity in Counseling 3 CNS 556 Developmental Career Counseling 3 CNS 557 Human and Family Development in Counseling 3 CNS 558 Theories of Counseling 3 CNS 559 Techniques of Counseling 3</p> <p>CNS 660 Organization and Administration of Guidance Services 3</p> <p>CNS 568 Counseling Children and Adolescents 3 or CNS 569 Play Therapy CNS 658 Seminar in Guidance and Counseling 3 CNS 590 Practicum ¹ 3 CNS 595 Testing Internship ² 6 Total Hours 48</p> <p>¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval. ² Internship must be taken over a period of two semesters.</p> <p>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</p>	<p>CNS 548 Principles and Practices of School Counseling 3 CNS 549 School Counseling and Consultation 3</p> <p>CNS 552 Testing and Assessment in Counseling 3 CNS 554 Group Counseling 3 CNS 555 Social and Cultural Diversity in Counseling 3 CNS 556 Developmental Career Counseling 3 CNS 557 Human and Family Development in Counseling 3 CNS 558 Theories of Counseling 3 CNS 559 Techniques of Counseling 3 CNS 560 Professional Studies in Clinical, Family and School Counseling 3</p> <p>CNS 660 Organization and Administration of Guidance Services 3</p> <p>CNS 568 Counseling Children and Adolescents 3 or CNS 569 Play Therapy CNS 658 Seminar in Guidance and Counseling 3 CNS 590 Practicum ¹ 3 CNS 595 Testing Internship ² 6 CNS 598 Research and Program Evaluation in Counseling 3 Total Hours 48 36</p> <p>¹To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval. ²Internship must be taken over a period of two semesters.</p> <p>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</p>
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**Certificate Program - Create New
(Action)**

Date: 01/18/2017

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799

1. Identification of program:

- 1.7 Program title: Certificate in Addictions Education
- 1.8 Required hours: 15 credit hours
- 1.9 Program Description: The 15-hour interdisciplinary certificate program in Addictions Education prepares students to provide counseling, or education services and/or support services to individuals abusing or experiencing addiction. Individuals who complete the program will be knowledgeable about the various components of addictions, and will have skills related to their professional field such as prevention strategies, assessment procedures, intervention skills, and treatment, and recovery support.
- 1.10 Classification of Instructional Program Code (CIP): [51.1501](#)

2. Learning outcomes of the proposed certificate program:

Course	Standard Objectives
CNS 637 Theories of Addictions	<ul style="list-style-type: none"> • Will understand (CACREP - CORE 3.d. HUMAN GROWTH AND DEVELOPMENT d.) theories and etiology of addictions and addictive behaviors • Will become knowledgeable in (CACREP - C. CLINICAL MENTAL HEALTH COUNSELING 1. FOUNDATIONS d.) neurobiological and medical foundation and etiology of addiction and co-occurring disorders • Will know (CACREP - C. CLINICAL MENTAL HEALTH COUNSELING 2. CONTEXTUAL DIMENSIONS e.) potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders • Will understand (CACREP - F. MARRIAGE, COUPLE, AND FAMILY COUNSELING 2. CONTEXTUAL DIMENSIONS h.) impact of addiction on marriages, couples, and families
CNS 647 Addictions: Assessment, Diagnosis, & Treatment Planning	<ul style="list-style-type: none"> • Will be able to demonstrate competency in determining appropriateness for admission to a program • Will be able to demonstrate competency in client intake process • Will be able to demonstrate competency in client orientation and motivation • Will be able to demonstrate competency in the use of psycho-social tools for assessing the intensity and extent of a client's problem with chemical dependency • Will be able to demonstrate competency in establishing treatment goals and plan for client

	<ul style="list-style-type: none"> • Will be able to demonstrate competency in identifying the needs of the client that cannot be met by the counselor and assisting the client to utilize other agency or community resources available • Will be able to demonstrate competency in ability to relate to our own and other professionals to assure comprehensive care for the client
CNS 667 Counseling Substance Abusers and Their Families	<ul style="list-style-type: none"> • Will be able to demonstrate competency in individual counseling • Will be able to demonstrate competency in group counseling • Will be able to demonstrate competency in counseling of the family of the client and significant others • Will be able to demonstrate competency in coordinating multiple treatment activities and support systems for the client • Will be able to demonstrate competency in crisis intervention • Will be able to demonstrate competency in didactic presentations
CNS 596 or advisor approved course	<ul style="list-style-type: none"> • Will be able to apply skills and knowledge base to professional goals

3. Rationale:

- 3.7 Reason for developing the proposed certificate program: This program meets the needs of the mental health community (i.e. bachelor level mental health professionals, clinical and licensed mental health professionals), as well as bachelor-level professionals who work with employees and/or clients whom experience addictions. For example, many human resources employees need to assess and make decisions about referrals for employees who are addicted and/or abusing substances. Further, in the state of Kentucky, there is a Certification as an Alcohol and Drug Counselor (CADC) that only requires a bachelor’s degree, with some additional training. It does not require a master’s degree. Our certificate program, particularly with the Capstone project, will meet the training needs of students who will not be graduate level licensed or license eligible mental health professionals, but still are working with employees and/or clients whom face and experience addiction. Students will be encouraged to work with the certificate program coordinator to enroll in courses that best fit their training needs (i.e. including meeting the KY Licensure as a Clinical Alcohol and Drug Counselor Associate [LCADCA]).
- 3.8 Relationship of the proposed certificate program to other programs now offered by the department: A similar certificate program, Certificate in Addictions Counseling and Education was proposed and accepted in 2005. It was suspended in 2012 and because the 5-year limit has passed, we need to propose a new program rather than reactivate it.
- 3.9 Relationship of the proposed certificate program to certificate programs offered in other departments: The above-mentioned program (in 3.2) was a program that was crossed referenced with the Department of Psychology and the Department of Social Work. This new program will again be crossed referenced with these programs.

- 3.10 Projected enrollment in the proposed certificate program: Students will be solicited from within the department (i.e., targeting students enrolled in the Clinical Mental Health Counseling and School Counseling programs). Additionally, bachelor level and licensed mental health professionals practicing within the community and country will be targeted.
- 3.11 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): (a) Union College, Chemical Dependency Certificate 21 hours of undergraduate courses and 21 hours of graduate courses); (b) University of Louisville, Kent School of Social Work, Alcohol & Drug Counseling specialization. Both of these programs do not place emphasis on process addictions in addition to substance abuse. Further, our certificate is completely on-line. While it is only 15 credit hours, it does provide a foundation from which students can still pursue state credentialing in substance abuse counseling certification.
- 3.12 Relationship of the proposed certificate program to the university mission and objectives: This certificate program addresses all aspects of WKU's mission: *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.* It matches and supports the national, regional and state initiatives as noted above; which are all aimed at helping members of the community heal and work through their addictions which keep them from being productive, engaged and socially responsible citizens. The program is a possibility for all graduate students on WKU's campus, as well as anyone with a bachelor degree. More specifically, it meets the WKU Strategic Plan, *Objective 1.5., prepare students for lifelong learning and success.* This program will prepare graduates with the skills and knowledge to help notice persons struggling with addictions (whether in clinical settings, school settings or other employment settings), as well as how to intervene.
- 4. Admission Criteria:** Applicants must meet minimum admission requirements to the Graduate School.
- 5. Curriculum:** Certificate Requirements-15 hours
- Required courses-9 hours
- CNS/PSY/SWRK 637 Theories of Addictions
 CNS/PSY/SWRK 647 Addictions: Assessment, Diagnosis, & Treatment Planning
 CNS/PSY/SWRK 667 Counseling Substance & Process Addictions
- CNS 596 or advisor approved internship or capstone 3 hours
- Approved elective-3 hours
 Students may must choose a 3 credit hour graduate course from selected courses approved by the certificate program coordinator.
- 6. Budget implications:** The program will primarily be online and should not require expensive resources. The existence of this program should lead to increased enrollment in the Department of Counseling and Student Affairs.
- 7. Term of implementation:** Fall 2017

8. Dates of committee approvals:

Department	<u>01/18/2017</u>
College Curriculum Committee	<u>02/07/2017</u>
Office of Academic Affairs (if ≥18 hour program)	_____
Professional Education Council (if applicable)	<u>02/08/2017</u>
Graduate Council Curriculum Committee	<u>3/27/2017</u>
Graduate Council	<u>04/06/2017</u>
University Senate	_____
Board of Regents	_____

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: February 24, 2017

Ogden College, Department of Geography and Geology

Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: GEOG434G

1.2 Course title: Historic Preservation

2. Action (check one): ___ suspend ___X___ delete ___ reactivate

3. Rationale: Replaced by GEOS 534 Historic Preservation and Planning

4. Effect on programs or other departments: None

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department	2/24/2017 _____
College Graduate Curriculum Committee	3/8/2017 _____
College Council Curriculum Committee	3/27/2017 _____
Graduate Council	04/06/2017 _____
University Senate	_____ _____

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: February 24, 2017

Ogden College, Department of Geography and Geology

Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: GEOG462G

1.2 Course title: Geography of South America

2. Action (check one): ___ suspend ___X___ delete ___ reactivate

3. Rationale: Replaced by GEOS 540 Advanced Regional Geography

4. Effect on programs or other departments: None

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department	2/24/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	_____

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: February 24, 2017

Ogden College, Department of Geography and Geology

Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: GEOG467G

1.2 Course title: Geography of the Middle East

2. Action (check one): suspend delete reactivate

3. Rationale: Replaced by GEOS 540 Advanced Regional Geography

4. Effect on programs or other departments: None

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department	2/24/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: February 24, 2017

Ogden College, Department of Geography and Geology

Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: GEOG 474G

1.2 Course title: Environmental Planning

2. Action (check one): ___ suspend ___X___ delete ___ reactivate

3. Rationale: Replaced by GEOS 584 Advanced Environmental Planning

4. Effect on programs or other departments: None

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department	2/24/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	_____

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: February 24, 2017

Ogden College, Department of Geography and Geology

Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: GEOG501

1.2 Course title: Geoscience and Development

2. Action (check one): ___ suspend ___X___ delete ___ reactivate

3. Rationale: Replaced by GEOS 501

4. Effect on programs or other departments: None

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department	2/24/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	_____

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: February 24, 2017

Ogden College, Department of Geography and Geology

Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: GEOG502

1.2 Course title: Geoscience Field Research Methods

2. Action (check one): suspend delete reactivate

3. Rationale: Replaced by GEOS 502

4. Effect on programs or other departments: None

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department	2/24/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: February 24, 2017

Ogden College, Department of Geography and Geology

Contact Person: David Keeling, david.keeling@wku.edu, 5-4555

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: GEOG539

1.2 Course title: Seminar in Atmospheric Modeling

2. Action (check one): suspend delete reactivate

3. Rationale: Replaced by GEOS 526

4. Effect on programs or other departments: None

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department	2/24/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: 2/24/2017

College, Department: Ogden College, Geography and Geology

Contact Person: Name, email, phone David Keeling david.keeling@wku.edu 5-4555

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: GEOL 475G

1.2 Course title: Independent Topics/Geology

2. Action (check one): ___ suspend delete ___ reactivate

3. Rationale: Replaced by GEOS 510 and GEOS 502

4. Effect on programs or other departments: None

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department	2/24/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Course - Delete
(Consent)**

Date: 1/19/17

Ogden College, Architectural and Manufacturing Sciences

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

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: INED 568

1.2 Course title: Ceramics and Plastics

2. Action (check one): _____ suspend delete _____ reactivate

3. Rationale: The course was last offered in 1989 as an industrial education course. There is currently no plan to offer it in the future.

4. Effect on programs or other departments: None

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department	_____ 2/3/2017 _____
College Graduate Curriculum Committee	_____ 3/8/2017 _____
Graduate Council Curriculum Committee	_____ 3/27/2017 _____
Graduate Council	_____ 04/06/2017 _____
University Senate	_____ _____

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: January 20, 2017

College, Department: Ogden College of Science and Engineering, Department of Agriculture

Contact Person: Name, email, phone Becky Gilfillen, becky.gilfillen@wku.edu, (270-745-5970)

6. Identification of course

1.1 Course prefix (subject area) and number: AGRO 452G

1.2 Course title: Soil Microbiology

7. Proposed change(s):

7.1 course number: AGRO 552

7.2 course title:

7.3 credit hours:

7.4 grade type:

7.5 prerequisites:

7.6 corequisites:

7.7 course description: (same) Soil microbial populations and systems and their influence on plant nutrition, soil organic matter, its decomposition and other soil microbial biochemical processes are presented.

7.8 other:

8. Rationale for revision of course: AGRO 452G is one of several 400G-level courses the Department of Agriculture proposes to change to 500-level status. Since course content is taught at the 500-level, reflection of that level in the course number is warranted.

9. Term of implementation: Spring 2018

10. Dates of committee approvals:

Department	2/2/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: January 20, 2017

College, Department: Ogden College of Science and Engineering, Department of Agriculture

Contact Person: Name, email, phone Becky Gilfillen, becky.gilfillen@wku.edu, (270)745-5970

1. Identification of course

- 1.1 Course prefix (subject area) and number: AGRO 454G
- 1.2 Course title: Soil Management and Conservation

2. Proposed change(s):

- 2.1 course number: AGRO 554
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description: (no change) Economic utilization of land for agricultural, recreation and public purposes based on location and capability characteristics; interpretation and application of soil survey information for best interests in crop production, conservation, public and industrial use; practice in designing land use maps are stressed
- 2.8 other:

3. Rationale for revision of course: AGRO 454G is one of several 400G-level courses the Department of Agriculture proposes to change to 500-level status. Since course content is taught at the 500-level, reflection of that level in the course number is warranted.

4. Term of implementation: Spring 2018

5. Dates of committee approvals:

Department	2/2/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Program
(Action)**

Date: February 24, 2017
 Ogden College of Science and Engineering
 Department of Geography and Geology
 Contact Person: David Keeling david.keeling@wku.edu 5-4555

1. Identification of program:

- 1.1 Reference number: 072
- 1.2 Program title: Geoscience

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria:
- 2.3 curriculum: Revision
- 2.4 other: Deleting all 5 concentrations

3. Detailed program description:

Existing Program	Revised Program
<p>Admission Requirements:</p> <ul style="list-style-type: none"> * GRE score, with a minimum 3.5 score on the GRE Analytical Writing component. * 3.0 overall undergraduate GPA. * Minimum of 18 hours of science courses at the undergraduate level, preferably in the geosciences. * One-page statement of research interests. * Written evidence of an agreement from a graduate faculty member in the Department of Geography and Geology willing to supervise the proposed research project. * Passing grade (C or higher) in appropriate undergraduate coursework to support the thesis research program. For example, students pursuing a thesis project in GIS-related topics are required to have passed an introductory GIS course and a Spatial Data Analysis course at the undergraduate level. Students should take preparatory courses in the summer semester before joining the Geoscience program if they have not previously taken these courses. If taken as a graduate student, a grade of "B" or better is required. Students should consult with their 	<p>Admission Requirements:</p> <ul style="list-style-type: none"> * GRE score, with a minimum 3.5 score on the GRE Analytical Writing component. * 3.0 overall undergraduate GPA. * Minimum of 18 hours of science courses at the undergraduate level, preferably in the geosciences. * One-page statement of research interests. * Written evidence of an agreement from a graduate faculty member in the Department of Geography and Geology willing to supervise the proposed research project. * Passing grade (C or higher) in appropriate undergraduate coursework to support the thesis research program. For example, students pursuing a thesis project in GIS-related topics are required to have passed an introductory GIS course and a Spatial Data Analysis course at the undergraduate level. Students should take preparatory courses in the summer semester before joining the Geoscience program if they have not previously taken these courses. If taken

proposed thesis advisor on appropriate preparation coursework before full admission is granted.	as a graduate student, a grade of "B" or better is required. Students should consult with their proposed thesis advisor on appropriate preparation coursework before full admission is granted.
<u>Program Core</u> 15 hours	Program Core 15 hours
GEOS 500 Geoscience Research 4	GEOS 500 Research & Literacy 4
GEOS 502 Research Methods 1	GEOS 502 Research Methods 1
GEOS 520 Geo-Stats-Methods 4	GEOS 520 Statistical Methods 4
GEOS 599 Research Thesis 6	GEOS 599 Research Thesis 6
<u>Concentration Electives**</u> 15 hours	Concentration Electives** 15 hours
15 hours of graduate coursework selected from the following electives and approved by the thesis director. Students may select appropriate courses from any of the course areas:	15 hours of graduate coursework selected from the following electives appropriate to support the thesis research project and approved by the thesis director. Students may select appropriate courses from the list below:
Physical Science:	GEOG 451G Geography of Kentucky 3
GEOG 502 Research Methods 3	GEOL 415G Environmental Geology 3
GEOS 510 Research Topics 3	GEOL 440G Hydrogeology 3
GEOS 515 Remote Sensing 4	GEOL 445G Aqueous Geochemistry 3
GEOS 521 Geomorphology 3	GEOL 465G Geophysics 3
GEOS 559 Hydrological Fluid 3	GEOL 470G Tectonics 3
GEOS 566 Karst Geoscience 3	GEOL 485G Fossil Fuels 3
GEOS 595 Geoscience Practicum 3	
GEOG 427G Water Resources 3	Note that no more than 9 hours of the above courses can be used in the M.S. Geoscience program.
GEOG 428G Applied Groundwater 3	
GEOL 4xxG Any Geology course 3	
Cultural Science:	GEOL 511 Dynamic Earth 3
GEOS 501 Geoscience Development 3	GEOS 501 Geoscience & Development 3
GEOS 507 Concepts/Skills for Teach 3	GEOS 502 Research Methods 3
GEOS 510 Research Topics 3	GEOS 505 Biogeography 3
GEOS 525 Political Geography 3	GEOS 506 Environmental Seminar 1
GEOS 530 Cultural Geography 3	GEOS 507 Geography for Teachers 3
GEOS 534 Historic Preservation 3	GEOS 510 Research Topics 1-3
GEOS 540 Regional Geography 3	(Repeatable for a maximum of 6 hours)
GEOS 550 Economic Geography 3	GEOS 515 Remote Sensing Apps 4
GEOS 580 Urban Geography 3	GEOS 517 Spatial Databases 3
GEOS 585 Population Geography 3	GEOS 521 Seminar Geomorphology 3
GEOS 595 Geoscience Practicum 3	GEOS 522 Seminar Physical Climatology 3
GEOG 451G Geography Kentucky 3	

G.I. Science:		GEOS 523 Geoprocessing and GIS Apps	4
GEOS 510 Research Topics	3	GEOS 524 Meteorology for Teachers	3
GEOS 515 Remote Sensing	4	GEOS 525 Seminar Political Geography	3
GEOS 517 Spatial Databases	3	GEOS 526 Applied Met and Climate	3
GEOS 523 Urban GIS Applications	4	GEOS 530 Seminar Cultural Geography	3
GEOS 577 Special Topics GIS	3	GEOS 531 Seminar Dynamic Met I	3
GEOS 584 Advanced Planning	3	GEOS 533 Seminar Synoptic Met	3
GEOS 590 Experimental Design	3	GEOS 534 Historic Preservation Planning	3
GEOS 595 Geoscience Practicum	3	GEOS 535 Seminar Dynamic Met II	3
GEOG 417G GIS Analysis	3	GEOS 537 Seminar Mesoscale Met	3
GEOG 419G GIS Programming	3	GEOS 538 Seminar Physical Met	3
Environmental Science:		GEOS 539 Seminar Atmospheric Model	3
GEOS 505 Biogeography	3	GEOS 540 Advanced Regional Geog	3
GEOS 506 Environment Seminar	3	GEOS 543 Environmental Sci Concepts	3
GEOS 510 Research Topics	3	GEOS 544 Practical Environment Ethics	3
GEOS 515 Remote Sensing	4	GEOS 550 Advanced Economic Geog	3
GEOS 543 Env Science Concepts	3	GEOS 555 Global Climate Change	3
GEOS 544 Environmental Ethics	3	GEOS 559 Hydrological Fluid Dynamics	3
GEOS 571 Quality of Life	3	GEOS 566 Karst Geoscience	3
GEOS 587 Env. Law and Policy	3	GEOS 571 Applied Nat. Res. Management	3
GEOS 595 Geoscience Practicum	3	GEOS 575 GIS Analysis and Modeling	3
GEOG 474G Environment Planning	3	GEOS 576 GIS Programming	3
GEOL 415G Environmental Geology	3	GEOS 577 Special Topics in GIS	3
Climate Science:		GEOS 580 Seminar Urban Geography	3
GEOS 510 Research Topics	3	GEOS 584 Applied Environment Planning	3
GEOS 515 Remote Sensing	4	GEOS 585 Advanced Population Geog	3
GEOS 522 Physical Climatology	3	GEOS 587 Environmental Law & Policy	3
GEOS 533 Synoptic Meteorology	3	GEOS 590 Experimental Design	3
GEOS 535 Dynamic Meteorology II	3	GEOS 595 Practicum	1-6
GEOS 537 Mesoscale Meteorology	3	(Repeatable for a maximum of 6 hrs)	
GEOS 538 Physical Meteorology	3	GEOS 600 Matriculation	1
GEOS 539 Atmospheric Modeling	3	(Repeatable for a maximum of 6 hrs)	
GEOS 555 Global Climate Change	3		
GEOS 595 Geoscience Practicum	3		
GEOG 424G Weather Analysis	3		
** A maximum of six hours of advisor-approved electives that are consistent with the student's <u>Research Focus</u> may be selected from other departments.		** A maximum of six hours of advisor-approved electives that are consistent with the student's <u>Research Focus</u> may be selected from other departments.	
PROGRAM TOTAL	30 hours	PROGRAM TOTAL	30 hours

**Revise a Course
(Action)**

Date: February 24, 2017

Ogden College of Science and Engineering, Department of Geography and Geology

Contact Person: Jun Yan, jun.yan@wku.edu, 5-4555

1. Identification of course

- 1.1 Course prefix (subject area) and number: GEOS 523
- 1.2 Course title: Urban GIS Applications

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title: Geoprocessing and GIS Applications
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: The course covers how GIS can be used to solve a variety of real-world problems. Urban applications are only a part of the course discussions. The current course title is too narrow and does not describe all course content.

4. Term of implementation: Winter 2018

5. Dates of committee approvals:

Department of Geography and Geology

2/24/2017

College Curriculum Committee

3/8/2017

Graduate Council Curriculum Committee

3/27/2017

Graduate Council

04/06/2017

University Senate

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: February 24, 2017

Ogden College of Science and Engineering, Department of Geography and Geology

Contact Person: David Keeling david.keeling@wku.edu 5-4555

1. Identification of course

- 1.1 Course prefix (subject area) and number: GEOS 534
- 1.2 Course title: Historic Preservation Planning

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: Removing prerequisite of GEOG 434G, which has been deleted.

4. Term of implementation: Spring 2018

5. Dates of committee approvals:

Department	2/24/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: February 24, 2017

Ogden College of Science and Engineering, Department of Geography and Geology

Contact Person: David Keeling david.keeling@wku.edu 5-4555

1. Identification of course

- 1.1 Course prefix (subject area) and number: GEOS 580
- 1.2 Course title: SEMINAR URBAN GEOGRAPHY

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description: Analysis of problems faced by global cities
- 2.8 other:

3. Rationale for revision of course: Focusing only on American cities limited the scope and extent of the course. Including examples from global cities makes the course more valuable and applicable.

4. Term of implementation: Spring 2018

5. Dates of committee approvals:

Department	2/24/2017
College Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Create a New Course (Action)

Date:8/31/2016

College: Ogden College of Science & Engineering

Department: Computer Science

Contact Person: Jeffrey Michael Galloway, jeffrey.galloway@wku.edu, 5-2859

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CS 535
- 1.2 Course title: Cloud Computing
- 1.3 Abbreviated course title: Cloud Computing
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit : No
- 1.6 Repeatable: No
- 1.7 Grade type: Standard Letter Grade
- 1.8 Prerequisites:
- 1.9 Corequisites: None
- 1.10 Course description: This course will provide insight on the current trends of local and public cloud computing systems. Three distinct design layers will be covered: Infrastructure-as-a-Service (IaaS), Platform-as-a-Service (PaaS), and Software-as-a-Service (SaaS). Topics include, but are not limited to, cloud computing architectures, virtual resource management, green clouds, data management, and user interface.
- 1.11 Course equivalency: None

2. Rationale:

- 2.3 Reason for developing the proposed course:
Cloud computing has rapidly become the most used architecture of major public resource vendors such as Amazon, Microsoft, and Google. Cloud architectures provide flexibility, scalability, and autonomous resource provisioning based on user demands. These architectures also allow higher utilization of current hardware due to their multitenant nature. Some current cloud computing statistics:

- \$180 billion spent by users on cloud technologies, so far.
- \$80 billion in cloud equipment, so far.
- Cloud persistent storage among top resources wanted by industry/users.
- 45% growth predicted in cloud technologies over next 5 years.
- Over 65% of industry utilizes cloud technologies in some way.
- Over 50% of industry hosts sensitive data in the cloud.
- Data center traffic forecast to increase over 8 ZB per year by 2017.
- 59% of all new cloud computing services originates in North America.

This course will serve as a fundamental course in the interdisciplinary and prominent field of cloud computing. Students will learn to combine tools and techniques from many computer science fields such as computer architecture, computer networking, operating systems, software engineering, and web/user interface development.

- 2.4 Relationship of the proposed course to other courses at WKU:

Content covered in the new course will rely on background areas such as CS 360 software engineering, CS 381 computer networks, CS 325 computer architecture, CS 425 operating systems, and CS 315 introduction to Unix. However, this new course focuses on combining these fields for generation of IaaS, PaaS, and SaaS cloud architectures and applications.

- 2.5 Relationship of the proposed course offered in other departments:
There is currently no similar course offered by in other departments
- 2.6 Relationship of the proposed course offered in other institutions:
A number of institutions offer undergraduate and graduate courses with similar topics. University of Alabama offers a graduate course on cloud computing: CS 691 Cloud Computing.
Carnegie Mellon University offers a graduate course on cloud computing: CS 15-319 Cloud Computing
University of Texas at Dallas offers a graduate course on cloud computing: CS 6343 Cloud Computing

3. Discussion of proposed course:

- 3.6 Schedule type: C
3.7 Learning Outcomes:

By the end of the course, students should understand concepts of:

- Infrastructure-as-a-Service (IaaS)
- Platform-as-a-Service (PaaS)
- Software-as-a-Service (SaaS)
- Public and Local Cloud Architectures
- Open Source Clouds (IaaS): OpenStack, CloudStack, Eucalyptus, OpenNebula
- PaaS: Map Reduce Architecture, Hadoop
- Virtualized Resource Management
- Resource Replication and Interfacing
- Virtual Machine Load Balancing and Consolidation
- Green Clouds

- 3.8 Content outline:
- Understanding Cloud Computing
 - What is cloud computing – architecture levels
 - Infrastructure-as-a-Service
 - Methods and techniques for resource sharing
 - Hypervisors and virtualization
 - Public and Private IaaS architectures
 - Platform-as-a-Service
 - Software and virtual appliance frameworks
 - Software deployment
 - Case studies
 - Software-as-a-Service
 - User interface
 - Application development
 - Big data and data storage
 - Big data technology
 - Manipulation of data using Hadoop and MapReduce

- o Data availability and replication techniques

3.9 Student expectations and requirements: basic knowledge of computer architecture, socket programming, OS fundamentals, and software development.

3.10 Tentative texts and course materials:
 Cloud Computing: Architected. John Rhoton and Risto Haukioja
 ISBN: 9780956355614

4. Budget implications:

4.1 Proposed method of staffing: Current staffing is sufficient

4.2 Special equipment, materials, or library resources needed: Cloud/Cluster equipment, such as non-production level compute, storage, and admin servers.
 Network equipment: switch, router.

5. Term for implementation: Spring 2018

6. Dates of committee approvals:

Department	02/23/2016
College Graduate Curriculum Committee	3/8/2017
Graduate Council Curriculum Committee	3/27/2017
Graduate Council	04/06/2017
University Senate	

***New course proposals require a Course Inventory Form be submitted by the College Dean's*

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GCC Members Present: (members absent in yellow)

All absent members presented their comments to the Chair, GCCC prior to the March 27th meeting.

- Dr. Kirk Atkinson, Chair (GFCB) - Email: kirk.atkinson@wku.edu
- Dr. Marge Maxwell, (CEBS) - Email: marge.maxwell@wku.edu
- Dr. Andrew Rosa, (UC) - Email: andrew.rosa@wku.edu
- Dr. Chris Groves, (OCSE) - Email: chris.groves@wku.edu
- Dr. Dorothea Browder (PCAL) - Email: dorothea.browder@wku.edu
- Dr. Amy Cappiccie, (CHHS) - Email: amy.cappiccie@wku.edu

Please remind all college representatives to use the provided WORD DOCX format forms on the web site (www.wku.edu/gcc) and not old forms from previous proposals or PDF's.

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Attachment 2
Graduate Faculty Report for April 2017

Regular

<u>Name</u>	<u>Department</u>
Baylis, Gordon	Psych. Sciences
Siewers, Fredrick	Geography & Geology
Wyatt, Robert	Biology
Baylis, Leslie	Psych. Science
Cipolla, John	Music
Abell, Cathy	School of Nursing
Stenger-Ramsey, Tammie	Kinesiology, Rec & Sport
Dietrich, Sylvia	School of Teacher Edu.

Associate

<u>Name</u>	<u>Department</u>
McCoy, Lauren G	Kinesiology, Rec & Sport
Andersland, John	Biology
West, Adam	Family and Consumer Sciences
Bergner, Jason	Accounting
Gish, Elizabeth	Honors Academy

Temporary

<u>Name</u>	<u>Department</u>
Callahan, Richard	Accounting
Smith, Tamela	Professional Studies

Adjunct

<u>Name</u>	<u>Department</u>
Gaddis, Christopher	Kinesiology, Rec & Sport
Foster, Kelly Anne	Educational Admin, Leadership & Research
Brake, Nicholas	Educational Admin, Leadership & Research
Hardison, April	Communication Science & Disorders
Davenport, Emily	Physical Therapy
Strom, SueAnn	Kinesiology, Rec & Sport
Flynn, James	Education Admin, Leadership & Research
Lawless, Normanda	Counseling and Affairs
Crawford, Nicholas C.	Geography and Geology
Hatcher, Courtney	Communication Sciences & Disorders