

Rec. # 2013-4-01 UNIVERSITY SENATE RECOMMENDATION TO THE PROVOST
The University Senate recommends the Graduate Council Report dated April 2013, and
approved in the Senate, to the Provosts for endorsement.

Western Kentucky University
Office of the Dean
745-2446

Approved 4/25/2013

REPORT TO THE UNIVERSITY SENATE

DATE: April 2013
FROM: Graduate Studies and Research

The Graduate Council submits the following items from the **March 21, 2013** meeting for consideration. Items marked with an asterisks [*] are information items.

Information Item(s):

- I. Create a Temporary Course
*PSY 407G Psychology of Language

Consent Items:

- I. Revise Course Prerequisites
ADED 510 Introduction to Adult Education
ADED 520 Methods for Teaching Adults
ADED 530 Program Planning for Adults
ECON 496G International Monetary Economics

- II. Delete a Course
NURS 540 Occupational Health Nurse Practicum I
NURS 541 Occupational Health Nurse Practicum II
CD 483G Articulation Disorders
CD 484G Speech Anatomy/Physiology
CD 487G Aural Rehabilitation
CD 488G Augmentative Communication
CD 619 Assistive Technological and Communicative Interventions for Students with Autism Spectrum Disorders
ECON 460G Business and Economic Fluctuations
ECON 508 Problem Solving and Data Modeling
ECON 581 Survey of Public Finance
ECON 582 Seminar in Economic History
ECON 583 Advanced Microeconomic Theory
ECON 591 International Economics
GEOG 416G Remote Sensing
GEOG 420G Geomorphology
GEOG 421G Advanced Geomorphology
GEOG 422G Climatology
GEOG 423G Transport, Location, and GIS
GEOG 427G Water Resources
GEOG 428G Applied Groundwater Hydrology
GEOG 430G Cultural Geography
GEOG 454G Geography in Middle America
GEOG 464G Geography of Europe
GEOG 466G Geography of Africa
GEOG 479G Industrial and Commercial Geography
GEOG 484G Planning Theory and Applications
GEOG 492G Spatial Analysis
GEOG 497G Spatial Decision Support Systems

GEOG 560 Settlement Geography
GEOL 405G Paleontology
GEOL 480G Coal Geology
GEOL 490G Petroleum Geology
GEOL 492G Spatial Analysis
GEOS 560 Settlement Geography

- III. Reactivate a Suspended Course
GEOL 470G Tectonics
SOCL 551 Sociology of the Family
- IV. Delete a Program
061 Master of Arts in Education: Chemistry

Action Items:

- I. Make Multiple Revisions to Course
GEOS 520 Geoscience Data Analysis
GEOG 584 Advanced Planning
- II. Create a New Course
PSY 407G Psychology of Language
KIN 528 Dynamics of Injury Management
RSA 546 Leadership and Ethics in Sports Health Care
CHEM 421G Inorganic Chemistry Laboratory
- III. Revise a Program
047 Adult Education
162 Community College Faculty Preparation Certificate
042 Education and Behavioral Science Studies
044 Literacy Education
095 Recreation and Sport Administration
064 Applied Economics
057 Masters of Business Administration
203 Geographic Information Science Certificate
105 Master of Arts in Sociology
421 Master of Arts in Criminology

Proposal Date: 02/01/13

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Matthew Shake; matthew.shake@wku.edu; 745-4312

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PSY 407G
- 1.2 Course title: Psychology of Language
- 1.3 Abbreviated course title: Psychology of Language
- 1.4 Credit hours: 3
- 1.5 Schedule type: L (Lecture)
- 1.6 Prerequisites: A research methods course or permission of the instructor.
- 1.7 Course description: Overview of scientific study of human language abilities, with primary emphasis on individual psychological mechanisms.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: The course is currently pending review and approval as a permanent addition to the psychology curriculum (to be listed as PSY 407G). In the interim, this proposal serves to offer the course in a timely manner for Fall 2013 registration.
Psychology of Language (also known as Psycholinguistics) encompasses several areas that are central to understanding human cognition and behavior; for example, how humans read, speak, and comprehend language. The course emphasizes the importance of scientific methods to better understand individual language abilities, and thus provides a strong addition to the department's emphasis on psychological science. At the graduate level, this course provides an important addition to the choices available for the department's masters-level students, particularly those in the Psychological Sciences program. Psycholinguistics is also part of an emergent field of study called cognitive science, which is at the forefront of modern psychological research. Whereas linguistics studies the origin, structure, and use of language, and sociolinguistics examines the relationship between language and social behavior, psycholinguistics uses empirical methods to understand the cognitive and neurological abilities that give rise to an individual's language capabilities. Finally, Psychology of Language is a common offering at other universities (Stoloff et al., 2010), particularly ones as large (or larger) as WKU.
- 2.2 Relationship of the proposed course to courses offered in other academic units: There are no graduate courses at the university that cover the full range of these topics. At the undergraduate level, the English Department offers an Introduction to Linguistics (ENG 104) that emphasizes English language structure and meaning, but the course does not focus on individual psychological mechanisms (e.g., the influence of short-term memory capacity on reading patterns) or scientific research on those mechanisms. ENG 408G (Psycholinguistics & Sociolinguistics) examines sociolinguistics, language development, and

psycholinguistics in the context of Second Language Acquisition and Teaching in the department of English (PSY 407G would not fulfill the requirements for the ESL Endorsment, the TESL GraduateCertificate, or the TESL Minor). CD 347, 481 and 486 (Bases of Speech; Speech and Language Development; Language Disorders) examine speech disorders in the context of sociolinguistic and psycholinguistic issues, with a greater focus on treatment and therapies. LTCY 199 (and other Literacy courses) focus on developing reading skills, but do not examine the cognitive and neurological mechanisms underlying the full range of linguistic abilities.

3. Description of proposed course

3.1 Course content outline:

- Introduction to Psycholinguistics
 - Basic language processes
 - History of psycholinguistic research
 - Context of psycholinguistics in psychology history
- Linguistic Principles
 - Basic Grammar Concepts
 - Transformational Grammar
 - Grammatical Theory
- Psychological Mechanisms
 - Working Memory & Long Term Memory
 - Serial vs. Parallel Processing
 - Top Down vs. Bottom Up Processing
 - Automated vs. Controlled Processing
 - Modularity
- Language Perception
 - Speech structure
 - Speech segments vs. continuous speech
 - Written language perception
- Word Comprehension
 - Internal Lexicon (Phonology, Syntax, Morphology, Semantics)
 - Organization of semantic network
 - Lexical access
- Sentence Comprehension & Memory
 - Sentence processing & timing
 - Figurative language
 - Sentence memory
- Discourse Comprehension & Memory
 - Local vs. global discourse structure
 - Cohesion and coherence
 - Discourse memory
 - Schemata
- Language Production
 - Speech errors
 - Formulating and implementing speech plans
- Conversational Dynamics

- Conversation structure
 - Conversation participants and settings
 - Language Acquisition
 - Pre-linguistic communication
 - Early phonology and grammar
 - Later Language Acquisition
 - Later morphology and syntactic development
 - Metalinguistic emergence
 - Bilingualism and second-language acquisition
 - Language Acquisition Processes
 - Linguistic environment (feral and isolation)
 - Cognitive processes and innate mechanisms
 - Biological Underpinnings of Language
 - Brain mechanisms
 - Lateralization of language processes
 - Language evolution
 - Language influences on culture and cognition
 - Whorf hypothesis
 - Lexical and grammatical influences on cognition
- 3.2 Tentative text(s): Carroll, D.W. (2008). *Psychology of Language* (5th edition). Belmont, CA: Wadsworth.

4. Second offering of a temporary course (if applicable)

- 4.1 Reason for offering this course a second time on a temporary basis:
- 4.2 Term course was first offered:
- 4.3 Enrollment in first offering:

5. Term of Implementation: Fall 2013

6. Dates of review/approvals:

Department of Psychology:

Steve R. Williams 2/26/13

CEBS Curriculum Committee:

CEBS Dean

Sam Evans Dean 2/26/13
Digitally signed by Kelly L. Madole
 DN: cn=Kelly L. Madole, ou=Western Kentucky
 University, o=Graduate Studies and Research,
 email=k.l.madole@wku.edu, c=US
 Date: 2013.03.06 14:52:50 -0600

~~UCC Chair~~ GSR Dean

Provost:

Shauna 3/16/13

Attachment: Course Inventory Form

**College of Education and Behavior Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Jim Berger, jim.berger@wku.edu, 5-3892

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ADED 510
- 1.2 Course title: Introduction to Adult Education
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites: Prerequisite – EDFN 500
Co-Requisite – ADED 520

3. Proposed prerequisites/corequisites: none.

4. Rationale for the revision of prerequisites/corequisites: Students are encouraged to take EDFN 500 within the first twelve hours of the program so it is not necessary to take it with ADED 510.

5. Effect on completion of major/minor sequence: None. Students have been advised this way for a while now.

6. Proposed term for implementation: Spring, 2014

7. Dates of prior committee approvals:

EALR Department/Division: December 4, 2012

CEBS Curriculum Committee February 5, 2013

Graduate Council 3/21/13

University Senate _____

**College of Education and Behavior Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Jim Berger, jim.berger@wku.edu, 5-3892

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ADED 520
 - 1.2 Course title: Methods for Teaching Adults
 - 1.3 Credit hours: 3.0
- 2. Current prerequisites/corequisites:** Prerequisite – EDFN 500
Co-Requisite – ADED 510
- 3. Proposed prerequisites/corequisites:** Prerequisite – ADED 611 Co-Requisite – none.
- 4. Rationale for the revision of prerequisites/corequisites:** As this is a methods course, it is important that students have a strong foundation in adult learning and development.
- 5. Effect on completion of major/minor sequence:** None. Students have been advised this way for a while now.
- 6. Proposed term for implementation: Spring, 2014**
- 7. Dates of prior committee approvals:**

EALR Department/Division:	December 4, 2012
CEBS Curriculum Committee	February 5, 2013
Graduate Council	<u>3/21/13</u>
University Senate	_____

**College of Education and Behavior Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Jim Berger, jim.berger@wku.edu, 5-3892

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ADED 530
- 1.2 Course title: Program Planning for Adults
- 1.3 Credit hours: 3.0

2. Current prerequisites: ADED 520 – Methods for Teaching Adults

3. Proposed prerequisites: ADED 510 – Introduction to Adult Education

4. Rationale for the revision of prerequisites: Students are encouraged to take ADED 520 with ADED 530 but it is not necessary to take it with ADED 520. It is important, however, to have a basic foundation of the field of adult education, making it necessary to have ADED 510 as a prerequisite.

5. Effect on completion of major/minor sequence: None. Students have been advised this way for a while now.

6. Proposed term for implementation: Spring, 2014

7. Dates of prior committee approvals:

EALR Department/Division:	December 4, 2012
CEBS Curriculum Committee	February 5, 2013
Graduate Council	<u>3/21/13</u>
University Senate	_____

**Gordon Ford College of Business
Department of Economics
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Catherine Carey, cathy.carey@wku.edu, 5-6401

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ECON 496G
- 1.2 Course title: International Monetary Economics
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites/special requirements: ECON 380.

3. Proposed prerequisites/corequisites/special requirements: ECON 202 and ECON 203

4. Rationale for the revision of prerequisites/corequisites/special requirements: This course focuses on the international monetary system, including models of the capital account and exchange rate theory. ECON 380 focuses on the determinants of the direction, volume, terms and gains from international trade. Given the limited amount of overlap in the two courses, it has been decided by those who teach the courses that ECON 380 is not required for the understanding of material presented in ECON 496.

5. Effect on completion of major/minor sequence: This will allow students more options when choosing between courses across semesters. This will also allow graduate students that have not taken ECON 380 the opportunity to take ECON 496G.

6. Proposed term for implementation : Fall 2013

7. Dates of prior committee approvals:

Economics Department/Division: _____ 2/8/2013 _____

GFCB Graduate Committee _____ 2/22/2013 _____

WKU Graduate Council _____ 3/21/13 _____

University Senate _____

Attachment: Course Inventory Form

**College of Health & Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, 745-3490

1. Identification of course:

- 1.1 Current course prefix and number: NURS 540
- 1.2 Course title: Occupational Health Nurse Practicum I
- 1.3 Credit hours: 1

2. Rationale for the course deletion: This course was suspended in the spring of 2011. This is a required course for students in the MSN Occupational Health Nurse (OHN) concentration. This concentration was suspended in the spring of 2011 and will be deleted. Course no longer needed.

3. Effect of course deletion on programs or other departments, if known: No effect. No students are enrolled in this course or have requested information on this concentration.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Graduate Committee School of Nursing: 3/1/2012

CHHS Graduate Curriculum Committee 2/25/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

**College of Health & Human Services
School of Nursing
Proposal to Delete a Course
(Consent Item)**

Contact Person: Beverly Siegrist, beverly.siegrist@wku.edu, 745-3490

1. Identification of course:

- 1.1 Current course prefix and number: NURS 541
- 1.2 Course title: Occupational Health Nurse Practicum II
- 1.3 Credit hours: 1

2. Rationale for the course deletion: This course was suspended in the spring of 2011. This is a required course for students in the MSN Occupational Health Nurse (OHN) concentration. This concentration was suspended in the spring of 2011 and will be deleted. Course no longer needed.

3. Effect of course deletion on programs or other departments, if known: No effect. No students are enrolled in this course or have requested information on this concentration.

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Graduate Committee School of Nursing: 3/1/2012

CHHS Graduate Curriculum Committee 2/25/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: Jan 14, 2013

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

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

1. Identification of course:

- 1.1 Current course prefix and number: CD 483G
- 1.2 Course title: Articulation Disorders
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

Course not offered since 2001 and not required for the major.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Communication Disorders Department:	<u>January 14, 2013</u>
Graduate Curriculum Committee	<u>2/25/2013</u>
Graduate Council	<u>3/21/13</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Jan 14, 2013

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

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

1. Identification of course:

- 1.1 Current course prefix and number: CD 484G
- 1.2 Course title: Speech Anatomy/Physiology
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

Course not offered since 2001 and not required for the major.

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

None

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Communication Disorders Department:	<u>January 14, 2013</u>
Graduate Curriculum Committee	<u>2/25/2013</u>
Graduate Council	<u>3/21/13</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Jan 14, 2013

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

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

1. Identification of course:

- 1.1 Current course prefix and number: CD 487G
- 1.2 Course title: Aural Rehabilitation
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

Course not offered since 2001 and not required for the major.

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

None

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Communication Disorders Department:	<u>January 14, 2013</u>
Graduate Curriculum Committee	<u>2/25/2013</u>
Graduate Council	<u>3/21/13</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Jan 14, 2013

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

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

1. Identification of course:

- 1.1 Current course prefix and number: CD 488G
- 1.2 Course title: Augmentative Communication
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

Course not offered since 2001 and not required for the major.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Communication Disorders Department:	<u>January 14, 2013</u>
Graduate Curriculum Committee	<u>2/25/2013</u>
Graduate Council	<u>3/21/13</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Jan 14, 2013

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

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

1. Identification of course:

- 1.1 Current course prefix and number: CD 619
- 1.2 Course title: Assistive Technological and Communicative Interventions for Students with Autism Spectrum Disorders
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

Course not offered since 2001 and not required for the major.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Communication Disorders Department:	<u>January 14, 2013</u>
Graduate Curriculum Committee	<u>2/25/2013</u>
Graduate Council	<u>3/21/13</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/8/2013

**Gordon Ford College of Business
Department of Economics
Proposal to Delete a Course
(Consent Item)**

Contact Person: Catherine Carey, cathy.carey@wku.edu, 56401

1. Identification of course:

1.4 Current course prefix (subject area) and number: ECON 460G

1.5 Course title: Business and Economic Fluctuations

1.6 Credit hours: 3

2. Rationale for the course deletion: The range of interest in this course is limited.

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is a program elective.

4. Proposed term for implementation: Fall 2013.

5. Dates of prior committee approvals:

Economics Department/Division: _____ 2/8/2013 _____

GFCB Graduate Committee _____ 2/22/2013 _____

WKU Graduate Council _____ 3/21/13 _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/8/2013

**Gordon Ford College of Business
Department of Economics
Proposal to Delete a Course
(Consent Item)**

Contact Person: Catherine Carey, cathy.carey@wku.edu, 56401

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ECON 508
- 1.2 Course title: Problem Solving and Data Modeling
- 1.3 Credit hours: 3

2. Rationale for the course deletion: The range of interest in this course is limited.

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is a program elective.

4. Proposed term for implementation: Fall 2013.

5. Dates of prior committee approvals:

Economics Department/Division: _____ 2/8/2013 _____

GFCB Graduate Committee _____ 2/22/2013 _____

WKU Graduate Council _____ 3/21/13 _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/8/2013

**Gordon Ford College of Business
Department of Economics
Proposal to Delete a Course
(Consent Item)**

Contact Person: Catherine Carey, cathy.carey@wku.edu, 56401

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ECON 581
- 1.2 Course title: Survey of Public Finance
- 1.3 Credit hours: 3

2. Rationale for the course deletion: The range of interest in this course is limited.

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is a program elective.

4. Proposed term for implementation: Fall 2013.

5. Dates of prior committee approvals:

Economics Department/Division: _____ 2/8/2013 _____

GFCB Graduate Committee _____ 2/22/2013 _____

WKU Graduate Council _____ 3/21/13 _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/8/2013

**Gordon Ford College of Business
Department of Economics
Proposal to Delete a Course
(Consent Item)**

Contact Person: Catherine Carey, cathy.carey@wku.edu, 56401

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ECON 582
- 1.2 Course title: Seminar in Economic History
- 1.3 Credit hours: 3

2. Rationale for the course deletion: The range of interest in this course is limited.

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is a program elective.

4. Proposed term for implementation: Fall 2013.

5. Dates of prior committee approvals:

Economics Department/Division: _____ 2/8/2013 _____

GFCB Graduate Committee _____ 2/22/2013 _____

WKU Graduate Council _____ 3/21/13 _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/8/2013

**Gordon Ford College of Business
Department of Economics
Proposal to Delete a Course
(Consent Item)**

Contact Person: Catherine Carey, cathy.carey@wku.edu, 56401

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ECON 583
- 1.2 Course title: Advanced Microeconomic Theory
- 1.3 Credit hours: 3

2. Rationale for the course deletion: The range of interest in this course is limited.

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is a program elective.

4. Proposed term for implementation: Fall 2013.

5. Dates of prior committee approvals:

Economics Department/Division: _____ 2/8/2013 _____

GFCB Graduate Committee _____ 2/22/2013 _____

WKU Graduate Council _____ 3/21/13 _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/8/2013

**Gordon Ford College of Business
Department of Economics
Proposal to Delete a Course
(Consent Item)**

Contact Person: Catherine Carey, cathy.carey@wku.edu, 56401

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ECON 591
- 1.2 Course title: International Economics
- 1.3 Credit hours: 3

2. Rationale for the course deletion: The range of interest in this course is limited.

3. Effect of course deletion on programs or other departments, if known: No known impact as this course is a program elective.

4. Proposed term for implementation: Fall 2013.

5. Dates of prior committee approvals:

Economics Department/Division: _____ 2/8/2013 _____

GFCB Graduate Committee _____ 2/22/2013 _____

WKU Graduate Council _____ 3/21/13 _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 420G
- 1.2 Course title: Geomorphology
- 1.3 Credit hours: 4

2. Rationale for the course deletion: Content embedded in other geoscience graduate courses. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 421G
- 1.2 Course title: Advanced Geomorphology
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content embedded in other geoscience graduate courses. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 422G
- 1.2 Course title: Climatology
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content embedded in other climate science graduate courses. This course has not been taught since 200430.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 423G
- 1.2 Course title: Transport, Location, and GIS
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content embedded in other geoscience graduate courses. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 427G
- 1.2 Course title: Water Resources
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content embedded in other geoscience graduate courses. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/8/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 428G
- 1.2 Course title: Applied Groundwater Hydrology
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content embedded in other geoscience graduate courses. This course has not been taught since 200710.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 454G
- 1.2 Course title: Geography of Middle America
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in GEOS 540. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 464G
- 1.2 Course title: Geography of Europe
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in GEOS 540. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 466G
- 1.2 Course title: Geography of Africa
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in GEOS 540. This course has not been taught since 200630.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/13

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 479G
- 1.2 Course title: Industrial and Commercial Geography
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in other geoscience graduate courses. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 484G
- 1.2 Course title: Planning Theory and Applications
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in other geoscience graduate courses. This course has not been taught since 200330.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 492G
- 1.2 Course title: Spatial Analysis
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in GEOS 520. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 497G
- 1.2 Course title: Spatial Decision Support Systems
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in GEOS 520. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 560
- 1.2 Course title: Settlement Geography
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in other geosciences graduate courses. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

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

2. Rationale for the course deletion: Content now offered in other geosciences graduate courses. This course has not been taught since 200610.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOL 480G
- 1.2 Course title: Coal Geology
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in other geoscience graduate courses. This course has not been taught since 200210.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOL 490G
- 1.2 Course title: Petroleum Geology
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in other geosciences graduate courses. This course has not been taught since 200430.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOL 492G
- 1.2 Course title: Spatial Analysis
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content now offered in GEOS 520. This course has not been taught since prior to 200130.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/8/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/14/2013

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOS 560
- 1.2 Course title: Settlement Geography
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Content incorporated into other graduate courses.

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

4. Proposed term for implementation: Fall 2013

5. Dates of prior committee approvals:

Geography and Geology Department: 2/14/2013

Ogden College Graduate Committee 2/22/2013

Graduate Council 3/21/13

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 2/7/2013

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Reactivate a Suspended Course
(Consent Item)**

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

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: GEOL 470G
 - 1.2 Course title: Tectonics
 - 1.3 Credit hours: 3
- 2. Rationale for the course reactivation:** New faculty hire has expertise in course content.
- 3. Effect of course reactivation on programs or other departments, if known:** None
- 4. Proposed term for implementation:** 201330
- 5. Dates of prior committee approvals:**

Geography and Geology Department:	<u>2/8/2013</u>
Ogden College Graduate Committee	<u>2/22/2013</u>
Graduate Council	<u>3/21/13</u>
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Cathleen Webb, Cathleen.webb@wku.edu

1. Identification of program:

- 1.1 Current program reference number: # 061
- 1.2 Current program title: Master of Arts in Education: Chemistry
- 1.3 Credit hours: 30 plus 3 credit hours of research tool

2. Identification of the proposed program changes:

Delete Chemistry Education, major (MAE) Ref #061

3. Detailed program description:

Current program Description	Proposed program description
<p>Master of Arts in Education: Chemistry, major Ref. #061 or minor Ref. #005 Admission Requirements Criteria vary, depending on the student's undergraduate institution and GPA: 1. WKU Graduate: No qualifying GAP** score will be required for graduates of the WKU B.S. in Chemistry program, as long as they have or are eligible for a teaching certificate for Secondary Chemistry (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application. 2. Graduate of a Kentucky Higher Education Institute other than WKU: Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GAP** score and must have or be eligible for a teaching certificate* for Secondary Chemistry (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application. 3. Graduate of an Out-of-State Institution of Higher Education Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework or a qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Secondary Chemistry (Grades 8-12). A copy of the certificate or statement of eligibility must be submitted with the application. *Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-</p>	<p>Master of Arts in Education: Chemistry, minor Ref. #005 Admission Requirements Criteria vary, depending on the student's undergraduate institution and GPA. For the chemistry minor, a minimum of 12 graduate credit hours in chemistry is required for a minor. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education. For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.</p>

issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher.

Degree Requirements

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-34 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

Program Completion Requirements

A minimum of 18 graduate credit hours in chemistry is required for a major. A minimum of 12 graduate credit hours in chemistry is required for a minor. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education. For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.

Teacher Option Requirements

Students must complete at least one course in four of the

<p>six areas of chemistry offered by the department and at least two of the four courses must be at the 500-level. The courses which may be used to satisfy this requirement are:</p> <p>CHEM 435G Analytical Chemistry OR CHEM 531 Advanced Analytical Chemistry</p> <p>CHEM 446G Biochemistry OR CHEM 562 Advanced Biochemistry</p> <p>CHEM 420G Inorganic Chemistry OR CHEM 520 Advanced Inorganic Chemistry</p> <p>I CHEM 440G Organic Synthesis OR CHEM 541 Advanced Organic Chemistry</p> <p>II CHEM 452G Physical Chemistry OR CHEM 550 Advanced Physical Chemistry</p> <p>I CHEM 446G/447G and CHEM 490G/591 No more than 12 of the required 30 hours of graduate work in chemistry can be at the 400G-level.</p> <p><i>Other chemistry courses are as follows:</i> CHEM 430G Forensic Chemistry CHEM 467G Biochemistry II CHEM 450G Physical Chemistry I CHEM 475G Advanced Topics in Chemistry CHEM 516 Investigations in Chemistry (maximum of 3 credit hours)</p> <p><i>Additional Requirements for the Teacher Option</i> 1. Each student must complete at least 7 courses in the above lists. 2. All students must complete 3 hours of CHEM 580 (which counts for the research tool and does not count toward the 30-hour requirement), 2 hours of CHEM 598, and 6 hours of CHEM 599 or 596.</p>	
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4. Rationale for the proposed program change:

No student enrolled in the program since the College of Education changed their program to the Teacher-Leader model.

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

2013 fall

6. Dates of prior committee approvals:

Department of Chemistry 2/11/2013

OCSE Curriculum Committee 2/22/2013

Graduate Council 3/21/2013

University Senate _____

Proposal Date: 1/16/13

**Department of Geography and Geology
Ogden College of Science and Engineering
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Jun Yan e-mail: jun.yan@wku.edu Phone: -55982

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOS 520
- 1.2 Current course title: Geoscience Data Analysis
- 1.3 Credit hours: 4

2. Revise course title:

- 2.1 Current course title: Geoscience Data Analysis
- 2.2 Proposed course title: Geoscience Statistical Methods
- 2.3 Proposed abbreviated title: Geoscience Statistical Methods
- 2.4 Rationale for revision of course title: The revised title more accurately reflects the focus of the course, with “statistical methods” a more encompassing term than simply data analysis.

3. Revise course prerequisites:

- 3.1 Current prerequisites: GEOG 491
- 3.2 Proposed prerequisites: GEOG 391 or equivalent
- 3.3 Rationale for revision of course prerequisites: The course number for the prerequisite was changed some years ago but has not been reflected in the current catalog description.

4. Proposed term for implementation: Spring 2014

5. Dates of prior committee approvals:

Geography and Geology Department	<u>1/16/2013</u>
Ogden Curriculum Committee	<u>2/22/2013</u>
Graduate Council	<u>3/21/2013</u>
University Senate	_____

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: John All (john.all@wku.edu), 5-5975

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOS 584
- 1.2 Course title: Advanced Planning
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Advanced Planning
- 2.2 Proposed course title: Applied Environmental Planning
- 2.3 Proposed abbreviated title: Applied Environmental Planning
- 2.4 Rationale for revision of course title: The proposed title more accurately reflects the content of the course.

3. Revise course prerequisites:

- 3.1 Current prerequisites: GEOG 484
- 3.2 Proposed prerequisites: None
- 3.3 Rationale for revision of course prerequisites: GEOG 484 is no longer taught. Students are not admitted to the M.S. Geoscience program, with a concentration in Environmental Science, without sufficient preparation for the program.
- 3.4 Effect on completion of major/minor sequence: None

4. Revise course catalog listing:

- 4.1 Current course catalog listing: Analysis of advanced topics and results of recent research in city and regional planning
- 4.2 Proposed course catalog listing: Analysis and application of advanced topics and results of recent research in environmental and general planning.
- 4.3 Rationale for revision of course catalog listing: The proposed revision better describes the nature and focus of the course.

5. Proposed term for implementation: Spring 2014

6. Dates of prior committee approvals:

Department of Geography and Geology	<u>2/15/2013</u>
Ogden College Graduate Committee	<u>2/22/2013</u>
Graduate Council	<u>3/21/2013</u>
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Matthew C. Shake, email: matthew.shake@wku.edu, phone: 5-4312

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 407G
- 1.2 Course title: Psychology of Language
- 1.3 Abbreviated course title: Psychology of Language
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: A research methods course or permission of the instructor.
- 1.7 Course catalog listing: Overview of scientific study of human language abilities, with primary emphasis on individual psychological mechanisms.

2. Rationale:

- 2.1 Reason for developing the proposed course: Psychology of Language (also known as Psycholinguistics) encompasses several areas that are central to understanding human cognition and behavior; for example, how humans read, speak, and comprehend language. The course emphasizes the importance of scientific methods to better understand individual language abilities, and thus provides a strong addition to the department's emphasis on psychological science. At the graduate level, this course provides an important addition to the choices available for the department's masters-level students, particularly those in the Psychological Sciences program. Psycholinguistics is also part of an emergent field of study called cognitive science, which is at the forefront of modern psychological research. Whereas linguistics studies the origin, structure, and use of language, and sociolinguistics examines the relationship between language and social behavior, psycholinguistics uses empirical methods to understand the cognitive and neurological abilities that give rise to an individual's language capabilities. Finally, Psychology of Language is a common offering at other universities (Stoloff et al., 2010), particularly ones as large (or larger) as WKU.
- 2.2 Projected enrollment in the proposed course: The course is cross-listed for undergraduate/graduate enrollment; 30/semester at the undergraduate level based on the course's ability to fulfill part of the Psychology Major.
- 2.3 Relationship of the proposed course to courses now offered by the department: There are no graduate-level courses being offered that cover these topics. At the undergraduate level, Psychology of Language is covered very briefly (one chapter or section, typically) in some courses such as Cognitive Psychology (PSY 405), Child Development (PSY 321), and Introductory Psychology (PSY 100). There is no course in the department, however, that addresses the full range of language topics.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no graduate courses at the university that cover the full range of these topics. ENG 408G (Psycholinguistics & Sociolinguistics) examines sociolinguistics, language development, and psycholinguistics in the context of the English major. CD 481 and 486 (Speech and Language Development; Language Disorders) examine speech disorders in the context of sociolinguistic and psycholinguistic issues, with a greater focus on treatment and therapies. Courses in the M.A.E. in Literacy Education program (e.g., LTCY 519 Foundations of Reading Instruction, LTCY 520 Clinical Diagnosis of Reading Variability, LTCY 521 Reading Intervention, LTCY 524 Content Area Literacy, and LTCY 528 Literacy Research Methods & Evaluation) have some content overlap with the proposed course, but the literacy courses are focused on reading assessment as well as the teaching

of reading more than the psychological research into the cognitive and neurological mechanisms underlying the full range of linguistic abilities.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Psychology of Language/Psycholinguistics is a common offering at other universities. A number of WKU's benchmark institutions offer courses that share some similarities to the course proposed here. For example: Florida Atlantic University has a graduate course in Biopsychology of Language (PSB 6809). University of Northern Iowa offers Memory and Language (PSYCH 5504). Northern Illinois University offers Psychology of Language (PSYC 500).

3. Discussion of proposed course:

- 3.1 Course objectives: Students will be able to:
- Understand and apply theories of language processing to explain psycholinguistic phenomena
 - Understand the application of experimental methods in understanding psycholinguistic phenomena
 - Understand basic aspects of psycholinguistics (e.g., semantics, syntax) and their connection to language acquisition, conversation dynamics, language pathologies, and other more advanced topics in psycholinguistics
 - Identify and describe the underlying cognitive mechanisms that give rise to linguistic abilities.
 - Describe developmental and individual differences or changes in language ability
- 3.2 Content outline:
- Introduction to Psycholinguistics
 - Basic language processes
 - History of psycholinguistic research
 - Context of psycholinguistics in psychology history
 - Linguistic Principles
 - Basic Grammar Concepts
 - Transformational Grammar
 - Grammatical Theory
 - Psychological Mechanisms
 - Working Memory & Long Term Memory
 - Serial vs. Parallel Processing
 - Top Down vs. Bottom Up Processing
 - Automated vs. Controlled Processing
 - Modularity
 - Language Perception
 - Speech structure
 - Speech segments vs. continuous speech
 - Written language perception
 - Word Comprehension
 - Internal Lexicon (Phonology, Syntax, Morphology, Semantics)
 - Organization of semantic network
 - Lexical access
 - Sentence Comprehension & Memory
 - Sentence processing & timing
 - Figurative language
 - Sentence memory
 - Discourse Comprehension & Memory
 - Local vs. global discourse structure
 - Cohesion and coherence
 - Discourse memory
 - Schemata
 - Language Production
 - Speech errors
 - Formulating and implementing speech plans

- Conversational Dynamics
 - Conversation structure
 - Conversation participants and settings
- Language Acquisition
 - Pre-linguistic communication
 - Early phonology and grammar
- Later Language Acquisition
 - Later morphology and syntactic development
 - Metalinguistic emergence
 - Bilingualism and second-language acquisition
- Language Acquisition Processes
 - Linguistic environment (feral and isolation)
 - Cognitive processes and innate mechanisms
- Biological Underpinnings of Language
 - Brain mechanisms
 - Lateralization of language processes
 - Language evolution
- Language influences on culture and cognition
 - Whorf hypothesis
 - Lexical and grammatical influences on cognition

3.3 Student expectations and requirements: **Graduate students will be required to write a significant term paper or research proposal.** In addition, students will be expected to read assigned text chapters and any supplemental materials. Class attendance and active participation in in-class activities and demonstrations is expected. Student learning will also be assessed through a combination of tests, quizzes, and written reports or assignments.

3.4 Tentative texts and course materials: Carroll, D.W. (2008). *Psychology of Language* (5th edition). Belmont, CA: Wadsworth.

4. Resources:

- 4.1 Library resources: Current library resources are sufficient.
 4.2 Computer resources: No special computer resources are required.

5. Budget implications:

- 5.1 Proposed method of staffing: Psychology received a new faculty line as part of a cluster hire in aging, and the new faculty member will assume responsibility for teaching this course. This course will be offered to undergraduate as well but cross-listed with a G section to accommodate interest from graduate students in the Psychology masters programs.
- 5.2 Special equipment needed: None
 5.3 Expendable materials needed: None
 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

Department of Psychology:	<u>12-07-12</u>
CEBS Curriculum Committee:	<u>02-05-13</u>
Graduate Council:	<u>3/21/13</u>
University Senate:	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography

- Carroll, D.W. (2008). *Psychology of Language* (5th edition). Belmont, CA: Wadsworth.
- Stoloff, M., McCarthy, M., Keller, L., Varfolomeeva, V., Lynch, J., Makara, K., & ... Smiley, W. (2010). The undergraduate psychology major: An examination of structure and sequence. *Teaching Of Psychology*, 37(1), 4-15. doi:10.1080/00986280903426274

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 12/10/12

Proposed Course Name and Number: 407/407G PSYCH ~~400~~: Psychology of Language

Current Library holdings in support of the course are:

adequate X inadequate

_____ library resources not needed for course**

Please Note: Library will purchase the books and the journal required for this course. *EM*

* 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.

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.

BOOKS:

Place on Reserve

Carroll, D.W. (2008). *Psychology of Language (5th edition)*. Belmont, CA: Wadsworth.

II. Key journal titles needed/recommended:

Journal of Memory and Language

Language and Cognitive Processes

Brain and Language

Applied Psycholinguistics

Journal of Psycholinguistic Research

Journal of Experimental Psychology: Learning, Memory, and Cognition

LIBRARY RESOURCES. page 2 of 2

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/subject_librarians.php

Questions or problems?

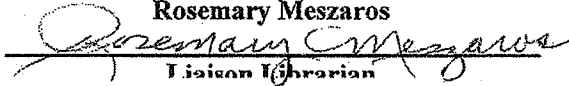
Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative.

http://www.wku.edu/senate/committees/university_curriculum_committee.php

Matthew Shake

Faculty Member Proposing Course

Rosemary Meszaros



Liaison Librarian



Coordinator, Collection Services

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

Contact Persons: Paula Upright Ph.D., paula.upright@wku.edu, (270) 745-3004
Randy Deere DA, randy.deere@wku.edu, (270) 745-2357

1. Identification of proposed course:

- 1.1 Course prefix and number: KIN 528
- 1.2 Course title: Dynamics of Injury Management
- 1.3 Abbreviated course title: Injury Management
- 1.4 Credit hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Admission to Athletic Training Concentration or permission of instructor.
- 1.7 Course catalog listing: Integrates the knowledge, skills and values that Certified Athletic Trainers must possess to evaluate and treat athletic injuries and refer to appropriate medical personnel.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is needed for the proposed graduate concentration in Athletic Training administered by the Department of Kinesiology, Recreation, and Sport (KRS) and WKU's Division of Extending Learning and Outreach (DELO).
- 2.2 Projected enrollment in the proposed course: 15-20.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will be restricted to students accepted into the Athletic Training Cohort.
- 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 courses in Athletic Training education.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
An online athletic training course is not offered at other institutions. University of Kentucky offers an AT 682 "Clinical Seminar in Athletic Training" and AT 680, "Special Topics in Athletic Training". Indiana State University offers an ATTR 655 "Clinical Experience in Athletic Training"; however those courses are not offered online. This course is "cutting edge" because currently there are no known on-line graduate athletic training courses.

3. Discussion of proposed course:

3.1 Course objectives:

Upon satisfactory completion of this course, a student will be able to:

- Explain advanced evaluation and treatment techniques and procedures.
- Identify general medical conditions and injuries common in physical activity and athletic competition.
- Integrate assessment and referral skills to understand the various ancillary services in athletic medicine.
- Identify the various stakeholders during injury treatment and recovery.
- Manage/interact with the stakeholders involved in the recovery process.
- Analyze appropriate basic and advanced modality use for a variety of injuries.
- Design advanced rehabilitation techniques for timely return to participation.

3.2 Content outline:

- Introduction
 - Role of the certified athletic trainer in a variety of settings.
 - Scope of practice
 - Prevention, assessment, treatment and rehabilitation

- General Assessment and Evaluation
 - Orthopedic Injury Assessment Principles
 - General Medical Assessment
 - Postural Assessment
 - Neurological Assessment
 - Assessing Range of Motion and Strength Assessment
 - Physical Performance Measurements

- General Medical Conditions
 - Assessment, Diagnosis, and Care of Simple Dermatological Conditions
Common Syndromes and Diseases
 - Common Viral and Respiratory Tract Conditions and Disorders
 - Common Cardiovascular and Gastrointestinal Tract Conditions and Disorders
 - Common Genitourinary, Gynecological, and Sexually Related Conditions
Disorders and Diseases
 - Sudden Illnesses and Communicable Diseases

- Therapeutic Modalities
 - Therapeutic Modality Foundation
 - Whirlpool
 - Moist Hot Packs
 - Paraffin Bath
 - Cryotherapy
 - Cryokinetics
 - Cryostretch
 - Lymphedema Devices
 - Ultrasound
 - Pulsed Shortwave Diathermy
 - Electrical Stimulation
 - Therapeutic Massage
 - Traction

- Therapeutic Exercise
 - Joint Mobilization
 - Isometric Resistance Exercises
 - Isotonic Strength-Training Devices
 - Daily Adjustable Progressive Resistive Exercise
 - Isokinetic Dynamometers
 - Muscular Endurance
 - Aquatic Therapy
 - Neuromuscular Control and Coordination Exercises
 - Muscular Speed Exercises
 - Cardiorespiratory Endurance
 - Activity-Specific Skills
 - Exercise for the Young and Old

- Psychosocial Interactions

- Healthcare Communication
- Substance Abuse
- Psychosocial Intervention
- Rehabilitation Adherence and Motivation Techniques
- Rehabilitation Planning and Supervision

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

3.4 Tentative texts and course materials:

Knight, K. & Brumels, K. (2010). *Developing clinical proficiency in athletic training-A modular approach, (4th ed)*. Champaign, IL: Human Kinetics. ISBN13: 9780736083614.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: No additional required.

5. Budget implications:

- 5.1 Proposed method of staffing: This course will be taught by existing KRS faculty and part-time faculty funded by WKU's Division of Extended Learning and Outreach (DELO). KRS is also hiring 2 new faculty positions in Fall 2013.
- 5.2 Special equipment needed: Adequate
- 5.3 Expendable materials needed: Adequate
- 5.4 Laboratory materials needed: Adequate

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

KRS Department	<u>02/04/2013</u>
CHHS Grad Curriculum Committee	<u>2/25/2013</u>
Graduate Council	<u>3/21/13</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

LIBRARY RESOURCES, page 1 of 2
Revised April 2008.

Date: Feb 22, 2013

Proposed Course Name and Number: KIN 528 Dynamics of Injury Management

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.

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.

**II. Key journal titles needed/recommended:
National Athletic Trainer's Association (NATA)**

LIBRARY RESOURCES, page 2 of 2

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/subject-librarians.php>

Questions or problems?

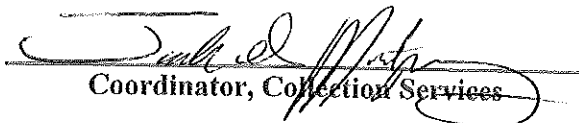
Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative,
<http://www.wku.edu/senate/committees/university-curriculum-committee.php>

Paula A. Upright, PhD

Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

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

Contact Persons: Paula Upright, Ph.D., paula.upright@wku.edu, (270) 745-3004
Randy Deere, DA, randy.deere@wku.edu, (270) 745-2357

1. Identification of proposed course:

- 1.1 Course prefix and number: RSA 546
- 1.2 Course title: Leadership and Ethics in Sports Health Care
- 1.3 Abbreviated course title: Leadership, Ethics Sports Hlth
- 1.4 Credit hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Admission to Athletic Training Concentration or permission of instructor.
- 1.7 Course catalog listing: Provides knowledge and skills related to leadership and ethical behavior and decision making in a variety of athletic training employment settings.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is needed for the proposed graduate concentration in Athletic Training administered by the Department of Kinesiology, Recreation, and Sport (KRS) and WKU's Division of Extending Learning and Outreach (DELO).
- 2.2 Projected enrollment in the proposed course: 15- 20.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will be restricted to students accepted into the Athletic Training Cohort.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no similar courses offered in other departments on campus with content from the Athletic Training perspective. KIN 509 Sport in Multicultural Society focuses on leadership behaviors in exercise science with an emphasis across cultures. LEAD Leadership Ethics focuses on ethical issues facing leaders. IED 704 Leadership and Ethics of Teaching focuses on contemporary perspectives on leadership and ethics of teaching. RSA 546 addresses leadership and ethics that apply in the Athletic Training setting.
- 2.5 Relationship of the proposed course to courses offered in other institutions: An online sports health care leadership and ethics course is not offered at other institutions with Athletic Training programs, Indiana State University offers ATTR 626 "Administration and Leadership" and the University of Kentucky offers AT 680, "Special Topics in Athletic Training."

3. Discussion of proposed course:

- 3.1 Course objectives:

Upon satisfactory completion of this course, a student will be able to:

- Identify various leadership theory and styles appropriate in the sport health care setting.
- Analyze and critique leadership and group dynamics within sport settings.
- Identify ethical decision making models.
- Address ethical risks for the athletic trainer in a variety of settings.
- Evaluate appropriate professional behavior for the athletic trainer within the rapidly changing environments of athletic training services.
- Consider the ethical risks and legal issues relating to health care laws and individual and team privacy.

- 3.2 Content outline:

- Introduction
 - Definition of Leadership

- Approaches to Studying Leadership in Health Care
- Sport-Oriented Interactional Approaches to Leadership
- Research on the Multidimensional Model of Sport Leadership
- Four Components of Effective Leadership
- Relationship of leadership and ethics
- Feedback, Reinforcement, and Intrinsic Motivation
 - Principles of Reinforcement
 - Approaches to Influencing Behavior
 - Guidelines for Using Positive Reinforcement
 - Guidelines for Using Punishment
 - Behavior Modification in Sport
 - Intrinsic Motivation and Extrinsic Rewards
 - Cognitive Evaluation Theory
 - How Extrinsic Rewards Affect Intrinsic Motivation in Sport
 - Strategies for Increasing Intrinsic Motivation
 - Flow—A Special Case of Intrinsic Motivation
- Group Processes
 - Group and Team Dynamics during injury
 - Identifying Three Theories of Group Development
 - Understanding Group Structure
 - Creating an Effective Climate for Recovery
 - Relationship between Cohesion, Injury and Performance
- Developing Sound Professional Ethics
 - Introduction to Ethics and Theory
 - Decision making in Athletic Health Care
 - Developing Moral Confidence
 - Developing Good Moral Attitudes and Professional Habits
 - Developing Sound Professional Ethics
 - The Good Life
 - Why Prioritize Values?
 - Making and Ranking Value Choices during injury
- Special Ethical Topics
 - Liability Risks for the Athletic Trainer
 - Legal considerations in Sport Medicine
 - Decision to return to play
 - Referral considerations
 - Minor and youth considerations

3.3 Student expectations and requirements:
This will be an online course comprised of chapter and outside readings, reflection papers, special projects, exams, and online group discussions.

3.4 Tentative texts and course materials:
Allen, J. (2011). *Health Law and Medical Ethics*, Upper Saddle River, NJ: Prentice Hall. ISBN-10: 0135027993

Morgan, W.J. (2007). *Ethics in sport*. Champaign, IL: Human Kinetics. ISBN-13: 9780736064286

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: No additional required.

5. Budget implications:

- 5.1 Proposed method of staffing: This course will be taught by existing KRS faculty and part-time faculty funded by WKU's Division of Extended Learning and Outreach (DELO). KRS is also hiring 2 new faculty positions in Fall 2013.
- 5.2 Special equipment needed: Adequate
- 5.3 Expendable materials needed: Adequate
- 5.4 Laboratory materials needed: Adequate

6. Proposed term for implementation: Fall 2013

7. Dates of prior committee approvals:

KRS Department	<u>02/04/2013</u>
CHHS Grad Curriculum Committee	<u>2/25/2013</u>
Graduate Council	<u>3/21/13</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: Feb 22, 2013

Proposed Course Name and Number: RSA 546 Leadership and Ethics in Sports Health Care

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.

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.

**II. Key journal titles needed/recommended:
National Athletic Trainer's Association (NATA)**

LIBRARY RESOURCES, page 2 of 2

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/libr/v/dlpg/subject-librarians.php>

Questions or problems?

Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative,
<http://www.wku.edu/senate/committees/university-curriculum-committee.php>

Paula A. Upright, PhD

Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

Ogden College
Department of Chemistry
Proposal to Create a New Course
(Action Item)

Contact Person: Les Pesterfield, lester.pestterfield@wku.edu, 5-6246

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CHEM 421G
- 1.2 Course title: Inorganic Chemistry Laboratory
- 1.3 Abbreviated course title: Inorganic Chem Lab
- 1.4 Credit hours and contact hours: 1 hr, 3 hr
- 1.5 Type of course: B: Laboratory
- 1.6 Prerequisites/corequisites: Corequisite CHEM 420G
- 1.7 Course catalog listing: A laboratory course emphasizing the synthesis and characterization of inorganic compounds of the main group and transition metals. Laboratory meets once a week for three hours. (Course fee)

2. Rationale:

2.1 Reason for developing the proposed course:

Historically the Department has used the special topics laboratory course (CHEM 476) to satisfy the inorganic lab recommendation of the American Chemical Society. This has caused confusion for students since all of the lecture/laboratory sequences in the Chemistry Department are sequentially numbered (e.g. 120/121 and 222/223) except for inorganic lecture/laboratory sequence (CHEM 420 and 476). The proposed laboratory permits the inorganic sequence to be brought in line with the remainder of the departmental sequences. CHEM 476 is the special topics laboratory course in the department corresponding to the special topics lecture course of CHEM 475.

2.2 Projected enrollment in the proposed course: 3-5 based on enrollment in CHEM 420G.

2.3 Relationship of the proposed course to courses now offered by the department: CHEM 421G will provide a laboratory experience to accompany CHEM 420G. The course has traditionally been taught under the CHEM 476 course title. CHEM 476 will retain the special topics designation within the Department.

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

No other courses offered at WKU have significant overlap with the proposed lab.

2.5 Relationship of the proposed course to courses offered in other institutions: All ACS-certified Chemistry Departments offer either an independent inorganic laboratory or an integrated (inorganic/organic/analytical/physical) laboratory to satisfy the ACS requirements.

3. Discussion of proposed course:

3.1 Course objectives:

Chemistry is a laboratory science. Laboratory courses are essential for students to begin to integrate and reinforce concepts presented in lecture. Students will synthesize and characterize a variety of compounds as examples of the fundamental types of bonding in inorganic chemistry: molecular, ionic, polymeric, coordination and metallic. This will allow students to make connections between the theories of bonding and electronic structure presented in lecture and the chemical and physical properties exhibited by compounds.

3.2 Content outline:

- Synthesis and characterization of main group compounds including molecular and polymeric materials.
- Synthesis and characterization of transition metal compounds including alloys and coordination complexes

•Syntheses will make use of aqueous, nonaqueous, solid-state and inert atmosphere techniques.

•Characterization will employ IR, UV-vis and NMR instrumentation.

3.3 Student expectations and requirements:

Students will be given a variety of inorganic compounds to synthesize. Students will characterize their products by physical and instrumental methods and write up their results in formal lab reports. Course grades will be determined by the successful synthesis of the assigned compounds and the formal lab reports. Students enrolled in the G-component of the course will be required to complete two additional synthesis/characterization laboratories and to present their results from one of the laboratories as an oral presentation to the class.

3.4 Tentative texts and course materials:

Microscale Inorganic Chemistry, Z. Szafram, R.M. Pike and M.M. Singh, John Wiley & Sons, 1st edition, 1991 (ISBN 0-471-61996-5)

Experimental Methods in Inorganic Chemistry, J. Tanaka and S.L. Suib, Prentice Hall, 1st edition, 1999 (ISBN 0-13-841909-4)

Inorganic Experiments, J.D. Woollins(editor), Wiley-VCH, 3rd edition, 2009 (ISBN 978-3-527-32472-9)

4. Resources:

4.1 Library resources: See attached library resource form and bibliography

4.2 Computer resources: No new additional resources are required.

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty will teach the course.

5.2 Special equipment needed: Already in place from CHEM 476.

5.3 Expendable materials needed: Already in place from CHEM 476.

5.4 Laboratory materials needed: Already in place from CHEM 476.

6. Proposed term for implementation: Spring 2014

7. Dates of prior committee approvals:

Chemistry Department/Division: 2/13/13

Ogden Graduate Curriculum Committee 2/22/13

Graduate Council 3/21/13

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 2/11/2013

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

Contact Person: Les Pesterfield email: lester.pestterfield@wku.edu Phone: 5-6246

1. Identification of proposed course:

- 1.1 Course prefix and number: CHEM 421 / G
- 1.2 Course title: Inorganic Chemistry Laboratory

Course Bibliography

Microscale Inorganic Chemistry, Z. Szafram, R.M. Pike and M.M. Singh, 1991.

Experimental Methods in Inorganic Chemistry, J. Tanaka and S.L. Suib, 1999.

Inorganic Experiments, J.D. Woollins(editor), 2009.

The Synthesis and Characterization of Inorganic Compounds, W. L. Jolly, 1970.

Advanced Practical Inorganic Chemistry, D. M. Adams and J. B. Raynor, 1965.

Practical Inorganic Chemistry, G. Pass and H. Sutcliffe, 1968.

Synthesis and Technique in Inorganic Chemistry, R. J. Angelici, 1969.

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: 2/11/2013

Proposed Course Name and Number: Inorganic Chemistry Laboratory 421 / G

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.**

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.

Library has ...

Inorganic Experiments, J. D. Woollins
The Synthesis and Characterization of Inorganic Compounds, W. L. Jolly
Advanced Practical Inorganic Chemistry, D. M. Adams and J. B. Raynor
Practical Inorganic Chemistry, G. Pass and H. Sutcliffe
Synthesis and Technique in Inorganic Chemistry, R. J. Angelici

Library does not have ...

Microscale Inorganic Chemistry, Z. Szafran, R. M. Pike and M. M. Singh

II. Key journal titles needed/recommended:

Library has access to ...

Inorganic Chemistry
Journal of Chemical Education

LIBRARY RESOURCES, page 2 of 2

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>

Les Pesterfield

Faculty Member Proposing Course

Les Pesterfield 2/11/13

Charles Smith

Liaison Librarian

Charles Smith 2/11/13

Coordinator, Collection Services

Jack Montgomery

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Revise A Program
(Action Item)**

Contact Person: Jim Berger, 5-3892, jim.berger@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 047
- 1.2 Current program title: Adult Education
- 1.3 Credit hours: 30 - 39

2. Identification of the proposed program changes:

- Correct previous error in listing of Practicum course
- Change ADED 589 to ADED 590
- Update admission requirements to meet the new GRE test
- Update EDLD prefixes to EDFN

3. Detailed program description:

<p>The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. Students select the General concentration, the Community and Technical College Concentration, or the Higher Education Concentration.</p> <p>Adult Education – General Concentration The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, a research foundations course, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required (EDU 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their</p>	<p>The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. Students select the General concentration, the Community and Technical College Concentration, or the Higher Education Concentration.</p> <p>Adult Education – General Concentration The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, a research foundations course, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required (ADED 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first</p>
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program.

General Adult Education Concentration

Core Courses (9 hours)

Course Name

- ADED 510 Introduction to Adult Education (3)
- ADED 520 Methods for Teaching Adults (3)
- ADED 611 Adult Learning and Development (3)

Additional Adult Education Courses

- ADED 530 Program Planning for Adults (3)
- ADED 540 History and Philosophy of Adult Education(3)

Electives_6 hours

Courses may be selected from the following or from other courses with prior approval of advisor:

- ADED 598 Adult Education Seminar (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 572 American College Student (3)
- CNS 574 Student Development in Higher Education (3)
- CNS 577 Counseling Concepts and Applications for Student Affairs Professionals (3)
- CNS 580 Family Life Studies (3)
- CNS 586 Parenting Issues (3)
- CNS 667 Drug Abuse Counseling (3)
- CNS 670 Parameters of Law in Student Affairs and Higher Education (3)
- SPED 516 Exceptional Child: Perspectives and Issues (3)
- SPED 518 Seminar: Contemporary Challenges in Spec. Ed. (3)
- SPED 534 Seminar: Research in Exceptional Child Education (3)
- LTCY 519 Foundations of Reading Instruction (3)
- LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3)
- LME 535 Survey of Educational Technology Practices (3)
- LME 537 Principles of Educational Technology Practices (3)
- PSY 510 Advanced Educational Psychology (3)
- PSY 511 Psychology of Learning (3)

Research Foundations (3 hours)

EDFN 500 Research Methods (3)

or equivalent as approved by advisor

Students may take one of the following two options:

Thesis Option (6 hours)

ADED 599 Thesis

or

twelve hours of their program.

General Adult Education Concentration

Core Courses (9 hours)

Course Name

- ADED 510 Introduction to Adult Education (3)
- ADED 520 Methods for Teaching Adults (3)
- ADED 611 Adult Learning and Development (3)

Additional Adult Education Courses

- ADED 530 Program Planning for Adults (3)
- ADED 540 History and Philosophy of Adult Education(3)

Electives_6 hours

Courses may be selected from the following or from other courses with prior approval of advisor:

- ADED 598 Adult Education Seminar (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 572 American College Student (3)
- CNS 574 Student Development in Higher Education (3)
- CNS 577 Counseling Concepts and Applications for Student Affairs Professionals (3)
- CNS 580 Family Life Studies (3)
- CNS 586 Parenting Issues (3)
- CNS 667 Drug Abuse Counseling (3)
- CNS 670 Parameters of Law in Student Affairs and Higher Education (3)
- SPED 516 Exceptional Child: Perspectives and Issues (3)
- SPED 518 Seminar: Contemporary Challenges in Spec. Ed. (3)
- SPED 534 Seminar: Research in Exceptional Child Education (3)
- LTCY 519 Foundations of Reading Instruction (3)
- LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3)
- LME 535 Survey of Educational Technology Practices (3)
- LME 537 Principles of Educational Technology Practices (3)
- PSY 510 Advanced Educational Psychology (3)
- PSY 511 Psychology of Learning (3)

Research Foundations (3 hours)

EDFN 500 Research Methods (3)

or equivalent as approved by advisor

Students may take one of the following two options:

Thesis Option (6 hours)

ADED 599 Thesis

or

Non-Thesis Option (6 hours)
ADED 590 Adult Education Practicum (3)
ADED 597 Directed Study in Adult Education (3)

Adult Education – Community and Technical College Concentration The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations course, and two capstone experience courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

Community and Technical College Concentration
Core Courses (9 hours)

<u>Course</u>	<u>Name</u>
ADED 510	Introduction to Adult Education (3)
ADED 520	Methods for Teaching Adults (3)
ADED 611	Adult Learning and Development (3)

Additional Higher Education Courses
EDFN 612 Seminar in Community College Teaching
Discipline Courses (18 hours)

Eighteen hours of content specific courses related to the student's teaching discipline in technical or community colleges

Research Foundations (3 hours)

EDFN 500 Research Methods
or equivalent as approved by advisor

Capstone Experience (6 hours)
ADED 589 Internship in Community/Technical College Teaching (3)
ADED 597 Directed Study in Adult Education (3)

Adult Education – Higher Education Concentration
The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of EDFN 500 – Research Methods, 6 hours of capstone experience, and 12 hours of concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

Non-Thesis Option (6 hours)
ADED 590 Adult Education Practicum (3)
ADED 597 Directed Study in Adult Education (3)

Adult Education – Community and Technical College Concentration The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations course, and two capstone experience courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

Community and Technical College Concentration
Core Courses (9 hours)

<u>Course</u>	<u>Name</u>
ADED 510	Introduction to Adult Education (3)
ADED 520	Methods for Teaching Adults (3)
ADED 611	Adult Learning and Development (3)

Additional Higher Education Courses
EDFN 612 Seminar in Community College Teaching
Discipline Courses (18 hours)

Eighteen hours of content specific courses related to the student's teaching discipline in technical or community colleges

Research Foundations (3 hours)

EDFN 500 Research Methods
or equivalent as approved by advisor

Capstone Experience (6 hours)
ADED 590 Adult Education Practicum (3)
ADED 597 Directed Study in Adult Education (3)

Adult Education – Higher Education Concentration
The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of EDFN 500 – Research Methods, 6 hours of capstone experience, and 12 hours of concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods

Higher Education Concentration

Core Courses (9 hours)

Course Name

ADED 510 Introduction to Adult Education (3)

ADED 520 Methods for Teaching Adults (3)

ADED 611 Adult Learning and Development (3)

Additional Adult and Higher Education Courses (12 hours) – Choose four courses from the following or other courses as approved by your advisor:

ADED 530 Program Planning for Adults (3)

EDFN 612 Seminar in Community College Teaching (3)

EDFN 685 Issues in Higher Education (3)

EDFN 675 Higher Education in America (3)

EDLD 721 - Postsecondary Change and Culture (3)

EDLD 724 - Leadership in Community and Technical Colleges (3)

EDLD 728 - Postsecondary Economics and Finance (3)

ID 570 Principles of Instructional Design. (3)

ID 573 Instructional Performance and Task Analysis (3)

ID 583 Training Materials (3)

ID 585 Distance Delivery Systems (3)

Research Methods Course (3 hours)

EDFN 500 Research Methods

Capstone Experience:

Students may choose one of the following two options:

Thesis Option (6 hours)

ADED 599 Thesis (6)

or

Non-Thesis Option (6 hours)

ADED 590 Adult Education Practicum (3)

ADED 597 Directed Study in Adult Education (3)

Adult Education – Training and Development Concentration

The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business, military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 3 additional hours in ADED 530 – Program Planning for Adults, 3 hours of EDFN 500 – Research Methods, six hours of capstone experience, and 9 hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 – Research Methods within the first 12 hours of their program.

Concentration in Training and Development

Core Courses (9 hours)

ADED 510 Introduction to Adult Education (3)

ADED 520 Methods for Teaching Adults (3)

ADED 611 Adult Learning and Development (3)

within the first twelve hours of their program.

Higher Education Concentration

Core Courses (9 hours)

Course Name

ADED 510 Introduction to Adult Education (3)

ADED 520 Methods for Teaching Adults (3)

ADED 611 Adult Learning and Development (3)

Additional Adult and Higher Education Courses (12 hours) – Choose four courses from the following or other courses as approved by your advisor:

ADED 530 Program Planning for Adults (3)

EDFN 612 Seminar in Community College Teaching (3)

EDFN 685 Issues in Higher Education (3)

EDFN 675 Higher Education in America (3)

EDFN 721 - Postsecondary Change and Culture (3)

EDFN 724 - Leadership in Community and Technical Colleges (3)

EDLD 728 - Postsecondary Economics and Finance (3)

ID 570 Principles of Instructional Design. (3)

ID 573 Instructional Performance and Task Analysis (3)

ID 583 Training Materials (3)

ID 585 Distance Delivery Systems (3)

Research Methods Course (3 hours)

EDFN 500 Research Methods

Capstone Experience:

Students may choose one of the following two options:

Thesis Option (6 hours)

ADED 599 Thesis (6)

or

Non-Thesis Option (6 hours)

ADED 590 Adult Education Practicum (3)

ADED 597 Directed Study in Adult Education (3)

Adult Education – Training and Development Concentration

The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business, military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 3 additional hours in ADED 530 – Program Planning for Adults, 3 hours of EDFN 500 – Research Methods, six hours of capstone experience, and 9 hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 – Research Methods within the first 12 hours of their program.

Concentration in Training and Development

Core Courses (9 hours)

ADED 510 Introduction to Adult Education (3)

<p><i>Additional Adult Education Course</i> ADED 530 Program Planning for Adults (3)</p> <p><i>Electives (9 hours): Select from the following or from other courses as approved by advisor:</i> ID 570 Principles of Instructional Design (3) ID 573 Instructional Performance and Task Analysis(3) ID 577 Management of Instructional Systems (3) ID 581 Ethical and Legal Issues in Instructional Design (3) ID 583 Training Methods (3) ID 585 Distance Delivery Systems (3) ID 587 Issues and Problems in Instructional Design (3) ID 595 Advanced Instructional Design Studio (3) LME 535 Survey of Educational Technology Practices (3) LME 537 Principles of Education Technology Applications (3) LME 545 Education Technology Production (3) LME 547 Integration of Education Technology (3) EDFN 501 Educational Statistics (3) EDFN 601 Applied Statistics and Design EDFN 603 Qualitative Research in Education (3) CNS 555 Social and Cultural Diversity in Counseling (3) CNS 589 Group Dynamics in Student Affairs and Higher Education (3) CNS 637 Theories of Addictions (3) CNS 647 Addictions: Assessment, Diagnosis, and Treatment Planning (3) CNS 667 Substance Abuse and Dependency Counseling (3)</p> <p><i>Research Foundations (3 hours)</i> EDFN 500 Research Methods or equivalent as approved by advisor</p> <p><i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> ADED 599 Thesis or <i>Non-Thesis Option (6 hours)</i> ADED 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult Education (3)</p>	<p>ADED 520 Methods for Teaching Adults (3) ADED 611 Adult Learning and Development (3)</p> <p><i>Additional Adult Education Course</i> ADED 530 Program Planning for Adults (3)</p> <p><i>Electives (9 hours): Select from the following or from other courses as approved by advisor:</i> ID 570 Principles of Instructional Design (3) ID 573 Instructional Performance and Task Analysis(3) ID 577 Management of Instructional Systems (3) ID 581 Ethical and Legal Issues in Instructional Design (3) ID 583 Training Methods (3) ID 585 Distance Delivery Systems (3) ID 587 Issues and Problems in Instructional Design (3) ID 595 Advanced Instructional Design Studio (3) LME 535 Survey of Educational Technology Practices (3) LME 537 Principles of Education Technology Applications (3) LME 545 Education Technology Production (3) LME 547 Integration of Education Technology (3) EDFN 501 Educational Statistics (3) EDFN 601 Applied Statistics and Design EDFN 603 Qualitative Research in Education (3) CNS 555 Social and Cultural Diversity in Counseling (3) CNS 589 Group Dynamics in Student Affairs and Higher Education (3) CNS 637 Theories of Addictions (3) CNS 647 Addictions: Assessment, Diagnosis, and Treatment Planning (3) CNS 667 Substance Abuse and Dependency Counseling (3)</p> <p><i>Research Foundations (3 hours)</i> EDFN 500 Research Methods or equivalent as approved by advisor</p> <p><i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> ADED 599 Thesis or <i>Non-Thesis Option (6 hours)</i> ADED 590 Adult Education Practicum (3) ADED 597 Directed Study in Adult Education (3)</p>
<p style="text-align: center;">Admission Requirements</p> <p>Admission to all ADED concentrations requires the student to meet ONE of the following: 1. Admission with GRE and GAP score: a. Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE</p>	<p style="text-align: center;">Admission Requirements</p> <p>Admission to all ADED concentrations requires the student to meet ONE of the following: 1. Admission with GRE and GAP score: Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the</p>

<p>Analytical Writing score 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).</p> <p>2. Graduates of accredited universities with an undergraduate GPA of 2.75 or higher may apply to be considered for admission without the GRE. These students must submit the following materials with the application for admission:</p> <ol style="list-style-type: none"> a letter of application that explains why they should be exempt from the GRE a written philosophy of education two letters of reference from faculty members that detail their potential as graduate students two letters of reference from colleagues, instructors and/or administrators that address their dispositions to teach; and a 5-page paper that indicates the applicant's analytical writing ability. <p>3. Students who are graduates of an accredited college or university with a master's degree and who earned a graduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit a letter of application that explains why they should be exempt from the GRE requirement.</p>	<p>GRE taken before August, 2011 or a GAP (GRE-V plus GRE-Q plus (UG GPA multiplied by 100)) of 550 with a minimum GRE-V of 139 and GRE-Q of 139 for the GRE taken after August 2011. Also required is a GRE Analytical Writing score 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate Studies and Research (270-745-2446).</p> <p>2. Graduates of accredited universities with an undergraduate GPA of 2.75 or higher may apply to be considered for admission without the GRE. These students must submit the following materials with the application for admission:</p> <ol style="list-style-type: none"> a letter of application that explains why they should be exempt from the GRE a written philosophy of education two letters of reference from faculty members that detail their potential as graduate students two letters of reference from colleagues, instructors and/or administrators that address their dispositions to teach; and a 5-page paper that indicates the applicant's analytical writing ability. <p>3. Students who are graduates of an accredited college or university with a master's degree and who earned a graduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit a letter of application that explains why they should be exempt from the GRE requirement.</p>
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4. Rationale for the proposed program changes:

- There is a slight modification to the listing of courses for the Practicum. In the past, the MAE in Adult Education had been using EDU 590 but we created our own practicum. This had not been reflected in the catalog listing.
- We have removed ADED 589 (a course that has not been created) from the proposal and put ADED 590 in its place. ADED 589 was to be an internship/practicum for those interested in teaching in the community/technical college realm. However, that would mean an additional course on the books to hire for. Instead, we will have the students conduct those same tasks in ADED 590 – Practicum in Adult Education.
- Corrected EDLD courses to be properly identified as EDFN
- Update the GRE and GAP score requirements to reflect recent changes to the GRE.

5. Proposed term for implementation: Fall, 2013

6. Dates of prior committee approvals:

Department of Educational Administration, Leadership and Research:	December 4, 2012
CEBS Curriculum Committee	February 5, 2013
Graduate Council	<u>3/21/13</u>
University Senate	_____

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Revise A Program
(Action Item)**

Contact Person: Jim Berger, 5-3892, jim.berger@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 162
- 1.2 Current program title: Community College Faculty Preparation Certificate
- 1.3 Credit hours: 9

2. Identification of the proposed program changes:

Change required course from DEPT 589 to ADED 590

3. Detailed program description:

Current Program	Proposed Program
<p>The Community College Faculty Preparation (CCFP) certificate program combines critical components to prepare students to enter community college teaching. These components include: a master's degree in a teaching discipline, a three-hour graduate course in adult teaching/learning psychology, a three-hour seminar on topics relevant for teaching in the community college, and a three-hour teaching experience/internship at a community college. A certificate will be awarded to the students who successfully complete these requirements. The CCFP program will empower certificate holders to be more competitive for community college faculty positions and to advance more rapidly in fulfilling the new faculty role. Faculty and administrators from several community colleges contributed to the development of the program and continue to be involved in various aspects of the program.</p> <p>Admission Requirements Participation in the CCFP program is optional to all graduate programs in the University. Graduate students may take courses as they approach the end of their master's degree or following completion of the master's degree. Application to the CCFP program is made in the Office of Graduate Studies.</p> <p>Certificate Requirements_9 hours Required Courses ADED 611 Adult Development and Learning (3) EDFN 612 Seminar in Community College Teaching (3) DEPT 589 Academic Discipline Internship in Community College Teaching (3)</p>	<p>The Community College Faculty Preparation (CCFP) certificate program combines critical components to prepare students to enter community college teaching. These components include: a master's degree in a teaching discipline, a three-hour graduate course in adult teaching/learning psychology, a three-hour seminar on topics relevant for teaching in the community college, and a three-hour teaching experience/internship at a community college. A certificate will be awarded to the students who successfully complete these requirements. The CCFP program will empower certificate holders to be more competitive for community college faculty positions and to advance more rapidly in fulfilling the new faculty role. Faculty and administrators from several community colleges contributed to the development of the program and continue to be involved in various aspects of the program.</p> <p>Admission Requirements Participation in the CCFP program is optional to all graduate programs in the University. Graduate students may take courses as they approach the end of their master's degree or following completion of the master's degree. Application to the CCFP program is made in the Office of Graduate Studies.</p> <p>Certificate Requirements_9 hours Required Courses ADED 611 Adult Development and Learning EDFN 612 Seminar in Community College Teaching (3) ADED 590 – Practicum in Adult Education (3) OR Appropriate Departmental Internship*</p>

OR Appropriate Departmental Internship* *Appropriate course will be determined by CCFP director and departmental faculty.	*Appropriate course will be determined by CCFP director and departmental faculty.
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4. **Rationale for the proposed program change:** DEPT 589 was never created. Instead, students would be required to take the departmental 589 course. To open this opportunity up to more students, I would like to allow ADED 590 – Practicum in Adult Education as another option.

5. **Proposed term for implementation and special provisions (if applicable):**
Fall, 2013

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

Department of Educational Administration, Leadership and Research:	December 4, 2012
CEBS Curriculum Committee	February 5, 2013
Graduate Council	<u>3/21/13</u>
University Senate	_____

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

Contact Persons: Janet Applin, janet.applin@wku.edu, 5-4662

1. Identification of program:

- 1.1 Current program reference number: 042
- 1.2 Current program title: Education and Behavioral Science Studies
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

- Revise admission criteria to reflect changes to GRE and TOEFL; add a scholarly writing sample; and allow those from all undergraduate disciplines to be admitted to the program.
- Identify EDU practicum and thesis courses that may be used to satisfy program requirements
- Add condition on Option 2 course discipline choices to indicate that departments must approve student enrollment in the courses.

3. Detailed program description:

Current Program	Proposed Program
<p>This program is designed for students who wish to do advanced study of education or behavioral sciences but whose career goals are not addressed by existing programs. Completion of this program does not lead to initial or advanced certification by Kentucky’s Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.</p> <p>Applicants for admission are expected to attain a GAP score consistent with the minimum established by the university (currently 2200); earn a GRE-Verbal score of at least 350; and achieve a GRE Analytical Writing score of at least 3.5. In addition, applicants are expected to have an undergraduate degree in an area related to education or behavioral sciences.</p> <p>Accompanying the application must be a personal statement that describes the applicant’s professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. International students who apply must achieve a minimum score of 550 on the TOEFL (or 213 on the computer-based version). The Listening subscale score must be at least 50 (16 on the computer-based version), and the essay writing subscale score must be at least 4.0.</p> <p>A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination.</p> <p>Selection of courses for each category of the core will be determined by the program advisory committee, based on an evaluation of the student’s</p>	<p>This program is designed for students who wish to do advanced study of education or behavioral sciences but whose career goals are not addressed by existing programs. Completion of this program does not lead to initial or advanced certification by Kentucky’s Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.</p> <p>Applicants for admission are expected to:</p> <ul style="list-style-type: none"> • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate and graduate); and • Submit a scholarly/professional writing sample to be assessed by the admissions committee. <p>OR</p> <ul style="list-style-type: none"> • Attain a GAP score consistent with the minimum established by the university (currently 550 for applicants who took the GRE General Test on or after August 1, 2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); earn a GRE-Verbal score of at least 144 (at least 350 on the GRE-V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011,

<p>professional needs and goals.</p> <p><u>Required core</u></p> <p><i>Research Foundations</i> 3 hours EDFN 500 Research Methods or equivalent, approved by advisory committee</p> <p><i>Professional Foundations</i> 3 hours</p> <p><i>Strategies/Methodologies of Education or Behavioral Sciences</i> 3 hours</p> <p><i>Developmental Issues</i> 3 hours</p> <p>*<i>Professional Development</i> 3 hours Practicum/Seminar Course (Field-based, practical application, selected with prior approval by advisor)</p> <p>*<i>Capstone Course</i> 3 hours EDU 595 Directed Study in Education or Behavioral Sciences</p> <p>*<i>Note: A thesis (6 hours) may be substituted for the Professional Development and Capstone Course requirements.</i></p> <p style="text-align: right;">Total for core: 18 hours</p> <p><u>Option 1: Education Studies: 12 hours</u></p> <ul style="list-style-type: none"> • Advisor-approved pedagogy-related, strategies, or methods course 3 hours • Content courses 9 hours Courses from non-education fields; must be approved by advisor. <p><u>Option 2: Behavioral Science Studies: 12 hours</u></p> <ul style="list-style-type: none"> • Courses selected with advisor approval from Counseling, Psychology, Consumer Family Sciences, Sociology, Social Work, or other behavioral science areas. <p style="text-align: right;">Program Total: 30 hours</p>	<p>must also earn a GRE-Quantitative score of at least 139.</p> <ul style="list-style-type: none"> • Submit completed departmental application form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. International students who apply must achieve a minimum score of 550 on the paper-based TOEFL (or at least 79 on the iBT TOEFL). The Listening subscale score must be at least 53 (18 on the iBT version), and the writing subscale score must be at least 60 (23 on the iBT version). <p>A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination.</p> <p>Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals.</p> <p><u>Required core</u></p> <p><i>Research Foundations</i> 3 hours EDFN 500 Research Methods or equivalent, approved in advance by advisor</p> <p><i>Professional Foundations</i> 3 hours</p> <p><i>Strategies/Methodologies of Education or Behavioral Sciences</i> 3 hours</p> <p><i>Developmental Issues</i> 3 hours</p> <p>*<i>Professional Development</i> 3 hours EDU 594 Practicum in Education or Behavioral Sciences, or other practicum or seminar course requiring field-based, practical application, approved in advance by advisor</p> <p>*<i>Capstone Course</i> 3 hours EDU 595 Directed Study in Education or Behavioral Sciences</p> <p>*<i>Note: A thesis may be substituted for the Professional Development and Capstone Course requirements. Students who elect the thesis option may enroll in EDU 599 Thesis Research and Writing (6 hours) or other thesis course, with approval of the thesis director.</i></p> <p style="text-align: right;">Total for core: 18 hours</p>
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	<p><u>Option 1: Education Studies: 12 hours</u></p> <ul style="list-style-type: none"> • Advisor-approved pedagogy-related, strategies, or methods course 3 hours • Content courses 9 hours Courses from non-education fields; must be approved by advisor. <p><u>Option 2: Behavioral Science Studies: 12 hours</u></p> <ul style="list-style-type: none"> • Courses selected with advisor approval from Counseling, Psychology, Consumer Family Sciences, Sociology, Social Work, or other behavioral science areas.* <p style="text-align: right;">Program Total: 30 hours</p> <p><i>*Students choosing courses from areas above must have prior departmental approval to enroll in the courses.</i></p>
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4. Rationale for the proposed program changes:

- The proposed GRE/GAP and TOEFL admission score changes reflect recent changes to the GRE and TOEFL and are intended to establish cut-offs that are equivalent to the previously-utilized scores from the older versions of the tests. The scholarly writing sample will serve as an assessment for the applicants' writing ability should they choose to apply without submitting GRE scores. The program advisory committee agreed that the program should be opened up to students from all backgrounds with an interest in Education and Behavioral Sciences, as opposed to only students with an undergraduate background in Education and Behavioral Sciences.
- The addition of EDU 594 Practicum in Education or Behavioral Sciences and EDU 599 Thesis Research and Writing provides new alternatives for students. Previously, EBSS students had to take practicum and thesis courses in other program areas. They will still be able to do this, if appropriate and if approved by their advisors, but now they also have available EDU courses.
- Due to adherence to accreditation standards regarding enrollment capacity, some programs may not be able to accept additional students in to their courses should their enrollment numbers be at capacity for those admitted to the specific programs.

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

Fall, 2013

6. Dates of prior committee approvals:

EBSS Advisory Committee:	1-29-2013
CEBS Curriculum Committee	2-5-2013
Graduate Council	<u>3/21/13</u>
University Senate	_____

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

Contact Person: Dr. Cassie Zippay, cassie.zippay@wku.edu, 270.745.2679

- 1. Identification of program:**
 - 1.1 Current program reference number: 044
 - 1.2 Current program title: Literacy Education
 - 1.3 Credit hours: 36

- 2. Identification of the proposed program changes:**
 - o Revision of the catalog description
 - o Revision of the admission policy
 - o Revision of the “Notes”

- 3. Detailed program description:**

Current Program Master of Arts in Education – Literacy	Proposed Program Master of Arts in Education – Literacy (Reading Endorsement P-12)
<p>Admission Requirements Admission to the Master of Arts in Education-Literacy program requires a GAP score (undergraduate GPA x GRE score) of 2300 and a minimum GRE analytical writing score of 3.5. Applicants with a GAP score between 2200 and 2299 and at least a 3.5 Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area. Applicants must have and submit a current</p>	<p>Master of Arts in Education: Literacy Education, Ref. #044 Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website. The Literacy Education, which leads to the Master of Arts in Education, is tailored to upgrade literacy instruction at all grade levels and is open to teachers in regular classrooms, special education classrooms, special reading classes, basic adult education classes, and community college reading instructors. Thesis and non-thesis options are available to students. Students in the non-thesis option complete a comprehensive literacy project.</p> <p>Admission to the Literacy Education program requires:</p> <p>GRE scores (converted with undergraduate GPA to a GAP score)</p> <p>Scores after October 1, 2002 but prior to August 2011- The required GAP score based on the GRE is 2300 (GAP= GRE-V</p>

teaching certificate when applying to the MAE: Literacy Education program. ~~Thesis and non-thesis options are available to students.~~

plus GRE-Q multiplied by undergraduate GPA). Applicants must also achieve an Analytical Writing score of 3.5 or higher. Students who took the GRE General Test prior to October 1, 2002 must have a GAP score of 3500 or higher.

Scores August 2011 and after - Minimum GAP score (undergraduate GPA X 100) + (GRE Verbal + Quantitative score) of 578 or higher, with a minimum verbal and quantitative score of 139 each. Applicants must also achieve an Analytical Writing score of 3.5 or higher.

Applicants with a GAP score **lower than required for admission and with at least a 3.5** Analytical Writing score may contact a member of the literacy faculty for information on documentation required under the alternate admissions policy of the program area.

Applicants must submit a current teaching certificate **or Statement of Eligibility valid for classroom teaching for IECE, Birth to Primary; Elementary Education, P-5; Middle Grades Education, 5-9; Secondary Education, 8-12, 5-12, or P-12; or Special Education, P-12** when applying to the MAE: Literacy Education program.

Degree Requirements

Required Professional Education Component-21 hours

LTCY 518 Literacy Education and technology (3 hours)

LTCY 519 Foundations of Reading Instruction (3 hours)

LTCY 520 Clinical Diagnosis of Reading Variability (3 hours)

LTCY 521 Reading Intervention Practicum (3 hours)

LTCY 524 Content Area Literacy (3 hours)

LTCY 527 Literacy Learning & Cultural Differences (3 hours)

LTCY 528 Literacy Research Methods & Evaluation (3 hours)

Specialization Component-6 hours

Choose one of the following (3 hours)

LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours)

LTCY 624 Seminar in Literacy Issues and Trends (3 hours)

LTCY 695 Internship in Literacy Supervision (3 hours)

Degree Requirements

Required Professional Education Component-21 hours

LTCY 518 Literacy Education and technology (3 hours)

LTCY 519 Foundations of Reading Instruction (3 hours)

LTCY 520 Clinical Diagnosis of Reading Variability (3 hours)

LTCY 521 Reading Intervention Practicum (3 hours)

LTCY 524 Content Area Literacy (3 hours)

LTCY 527 Literacy Learning & Cultural Differences (3 hours)

LTCY 528 Literacy Research Methods & Evaluation (3 hours)

Specialization Component-6 hours

Choose one of the following (3 hours)

LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours)

LTCY 624 Seminar in Literacy Issues and Trends (3 hours)

LTCY 695 Internship in Literacy Supervision

<p>Restricted Electives: Choose one of the following (3 hours) PSY 510 Advanced Educational Psychology (3 hours) PSY 511 Psychology of Learning (3 hours) PSY 519 Psychological Perspectives on Classroom Behavior (3 hours) PSY 540 Behavior Problems of Childhood and Adolescence (3 hours) ELED 503 Organization of Elementary School Curriculum (3 hours) MGE 571 Middle School Curriculum (3 hours) SPED 516 Exceptional Child: Perspectives & Issues (3 hours) SEC 580 Curriculum (3 hours) ENG 596 Writing Project (3 hours) LME 518 Advanced Children's Literature (3 hours) LME 527 Literature for Young Adults (3 hours) SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours) IECE 591 Seminar in Interdisciplinary Early Childhood Education (3 hours) <i>Research Foundations</i> EDFN 500 Research Methods (3 hours) <i>Thesis Option</i> LTCY 599 Thesis (6 hours)</p> <p><i>Non-Thesis Option-6 hours</i> LTCY 522 Investigations in Reading (3 hours) LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p> <p><i>Note: Hours above 30 may count toward Rank 1.</i></p>	<p>(3 hours) Restricted Electives: Choose one of the following (3 hours) PSY 510 Advanced Educational Psychology (3 hours) PSY 511 Psychology of Learning (3 hours) PSY 519 Psychological Perspectives on Classroom Behavior (3 hours) PSY 540 Behavior Problems of Childhood and Adolescence (3 hours) ELED 503 Organization of Elementary School Curriculum (3 hours) MGE 571 Middle School Curriculum (3 hours) SPED 516 Exceptional Child: Perspectives & Issues (3 hours) SEC 580 Curriculum (3 hours) ENG 596 Writing Project (3 hours) LME 518 Advanced Children's Literature (3 hours) LME 527 Literature for Young Adults (3 hours) SPED 523 Curriculum/Methods in Early Childhood Special Education (3 hours) IECE 591 Seminar in Interdisciplinary Early Childhood Education (3 hours) <i>Research Foundations</i> EDFN 500 Research Methods (3 hours) <i>Thesis Option</i> LTCY 599 Thesis (6 hours)</p> <p><i>Non-Thesis Option-6 hours</i> LTCY 522 Investigations in Reading (3 hours) LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p> <p>Notes: <i>Hours above 30 may count toward Rank 1. To be recommended for the Reading P-12 Endorsement, one must submit a qualifying score on the PRAXIS II exam for Reading P-12. For current PRAXIS II information and exam codes, please consult the Kentucky page of the Educational Testing Service (ETS) website:</i> http://www.ets.org/praxis/ky/requirements.</p>
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4. Rationale for the proposed program change:

- The catalog description changes proposed are for the purpose of clarification.
- Admission policy revisions regarding the GRE and GAP scores are being proposed to align with the Graduate Studies admissions policy.
- The “Notes” changes proposed are for the purpose of clarification.

5. Proposed term for implementation and special provisions (if applicable):
Revised admission requirements will take effect for students admitted for Summer 2013 and thereafter. Other program changes will take effect in Fall 2013.

6. Dates of prior committee approvals:

School of Teacher Education 12/12/12

CEBS Curriculum Committee 2/5/13

Professional Education Council _____

Graduate Council 3/21/13

University Senate _____

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

Contact Person: Paula Upright; paula.upright@wku.edu; 745-3004
Randy Deere; randy.deere@wku.edu; 745-2357

1. Identification of program:

- 1.1 Current program reference number: 095
- 1.2 Current program title: Recreation and Sport Administration
- 1.3 Credit hours: 33

2. Identification of the proposed program changes:

- Change course catalog description to include admission criteria for Athletic Training concentration and to update catalog description introducing the program concentrations.
- Add a new concentration in Athletic Training.

3. Detailed program description:

Existing Program	Proposed Program
Catalog Description and Admission Requirements	Catalog Description and Admission Requirements
<p>This program is designed to prepare professional Recreation and Sport Administration practitioners for a wide range of occupations. The program offers four concentrations: 1) General, 2) Athletic Administration & Coaching, 3) Facility and Event Management and 4) Sport Media and Branding. The General concentration provides opportunity for study in a specialized area of recreation, knowledge of research procedures, and academic background for students planning to pursue doctoral study. The Athletic Administration and Coaching concentration provides an opportunity for persons interested in Athletic Administration to gain knowledge, research and experience in this dynamic area. The program includes thesis and non-thesis options. Candidates are encouraged to write a thesis.</p> <p>Applicants to the Recreation and Sport Administration graduate program must meet the following requirements.</p> <ul style="list-style-type: none"> • A bachelor’s degree from an accredited college or university 	<p>This program is designed to prepare professional Recreation and Sport Administration practitioners for a wide range of occupations. The program offers five concentrations: 1) General, 2) Athletic Administration and Coaching, 3) Facility and Event Management, 4) Sport Media and Branding, and 5) Athletic Training. The General concentration provides opportunity for study in specialized areas of recreation and sport as students select three elective courses in their area of interest. The Athletic Administration and Coaching concentration provides an opportunity for persons interested in Athletic Administration to gain knowledge, research and experience in this dynamic area. The Facility and Event Management concentration allows for professional development in the rapidly growing discipline of facility and event management. The Sport Media and Branding concentration is designed for students interested in sport media relations, sport branding, digital media production and distribution, and sport sponsorships. The Athletic Training concentration provides the certified and certification eligible athletic training student an opportunity to further develop knowledge and skills related to this vibrant field. The program is appropriate for athletic trainers in all employment settings.</p> <p>Applicants to the Recreation and Sport Administration graduate program must meet the following requirements.</p> <ul style="list-style-type: none"> • A bachelor’s degree from an accredited college or university

<ul style="list-style-type: none"> • An official transcript from the college or university granting the baccalaureate degree • A cumulative baccalaureate grade point average (GPA) of at least 2.5 on a 4.0 scale OR • A GPA of at least a 2.75 on a 4.0 scale in the last 60 hours completed OR • A GPA of at least a 3.0 in the major content area on a 4.0 scale <p>Conditional Admission Requirements The KRS Graduate Committee may conditionally admit individuals not meeting the above criteria with the additional submission of the following for review:</p> <ul style="list-style-type: none"> • A resume including career objective, professional experience, and relevant coursework completed <p>If accepted conditionally, students must complete the following to be moved from conditional admission to full admission status:</p> <ul style="list-style-type: none"> • Must maintain at least a 3.0 overall GPA in the first 12 credit hours • Must not receive a grade below B in the first 12 credit hours <p>Students meeting these requirements in the first 12 hours will be fully admitted. Students who do not meet these requirements in the first 12 hours will be dismissed from the program.</p>	<ul style="list-style-type: none"> • An official transcript from the college or university granting the baccalaureate degree • A cumulative baccalaureate grade point average (GPA) of at least 2.5 on a 4.0 scale OR • A GPA of at least a 2.75 on a 4.0 scale in the last 60 hours completed OR • A GPA of at least a 3.0 in the major content area on a 4.0 scale • National Athletic Training Association (NATA) Certified Athletic Trainer (ATC) or (certification eligible), for the Athletic Training concentration only <p>Conditional Admission Requirements The KRS Graduate Committee may conditionally admit individuals not meeting the above criteria with the additional submission of the following for review:</p> <ul style="list-style-type: none"> • A resume including career objective, professional experience, and relevant coursework completed <p>If accepted conditionally, students must complete the following to be moved from conditional admission to full admission status:</p> <ul style="list-style-type: none"> • Must maintain at least a 3.0 overall GPA in the first 12 credit hours • Must not receive a grade below B in the first 12 credit hours <p>Students meeting these requirements in the first 12 hours will be fully admitted. Students who do not meet these requirements in the first 12 hours will be dismissed from the program.</p>
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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

		General Concentration (REGC)				General Concentration (REGC)	
RSA	590	Practicum in Recreation and Sport	3	RSA	590	Practicum in Recreation and Sport	3
		Electives	9			Electives	9
		Total Hours REGC	33			Total Hours REGC	33
		Facility and Event Management (REFM)				Facility and Event Management (REFM)	
RSA	590	Practicum in Recreation and Sport	3	RSA	590	Practicum in Recreation and Sport	3
RSA	534	Facility Management	3	RSA	534	Facility Management	3
RSA	536	Event Management	3	RSA	536	Facility Management	3
RSA	598	Master's Project	3	RSA	598	Master's Project	3
		Total Hours REFM	33			Total Hours REFM	33
		Athletic Administration & Coaching (REIA)				Athletic Administration & Coaching (REIA)	
RSA	530	Independent Investigations in Recreation	3	RSA	530	Independent Investigations in Recreation	3
RSA	542	Investigation of Current Interscholastic Athletics Issues	3	RSA	542	Investigation of Current Interscholastic Athletics Issues	3
RSA	543	Sports Medicine Administration for Interscholastic Athletics	3	RSA	543	Sports Medicine Administration for Interscholastic Athletics	3
RSA	544	Championship Events (Practicum)	3	RSA	544	Championship Events (Practicum)	3
		Total Hours REIA	33			Total Hours REIA	33
		Sport Media and Branding (RESN)				Sport Media and Branding (RESN)	
JOUR	536	Sport Branding: A New Game	3	JOUR	536	Sport Branding: A New Game	3
JOUR	537	Sports Sponsorships: New Revenue Strategies	3	JOUR	537	Sports Sponsorships: New Revenue Strategies	3
JOUR	543	Strategic Public Relations Writing for Sport	3	JOUR	543	Strategic Public Relations Writing for Sport	3
JOUR	547	Issues in Sport Media Relations	3	JOUR	547	Issues in Sport Media Relations	3
		Total Hours RESN	33			Total Hours RESN	33
						Athletic Training concentration (REAT)	
				KIN	528	Dynamics of Injury Management	3
				RSA	546	Leadership and Ethics in Sports Healthcare	3
				KIN	503	Advanced Motor Learning and Control	3
				KIN	524	Advanced Biomechanics	3
						Total Hours REAT	33

4. Rationale for the proposed program change:

- Updating descriptions about the program concentrations will assist students with selection of appropriate concentration.
- Athletic Training Concentration: Athletic trainers are health care professionals who collaborate with physicians to optimize patient and client activity and participation in athletics, work and life. The practice of athletic training encompasses the prevention, examination and diagnosis, treatment, and rehabilitation of emergent, acute, sub-acute, and chronic neuromusculoskeletal conditions and certain medical conditions in order to minimize subsequent impairments, functional limitations, disability, and societal limitations. Athletic trainers' work settings can include high schools, colleges, universities, professional sports teams, hospitals, rehabilitation clinics, physicians' offices, corporate and industrial institutions, the military, and the performing arts. They work with people of all ages and all skill levels, from young children to soldiers and professional athletes. Regardless of their practice setting, athletic trainers practice athletic training (or provide athletic training services) according to their education and state practice act. The Bureau of Labor Statistics' Office of Occupational Statistics and Employment predicts employment of athletic trainers to grow by 30 percent from 2010 to 2020, much faster than the average for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase, most significantly in schools and youth leagues.

The certified athletic trainer possesses skills and knowledge to treat clients and patients effectively in the variety of employment settings. As employment in the traditional and emerging settings has increased, additional skills and knowledge that are beyond the entry-level athletic trainer have been identified. These skills include, but are not limited to, leadership, communication, research, financial, and sport and business administration. The proposed concentration fuses the existing administration degree with an exciting practitioner concentration. This combination of courses will bridge a gap in the education of certified athletic trainers and make them competitive in a dynamic and diverse job market. To meet this need, WKU's Department of Kinesiology, Recreation and Sport would like to offer a 12-hour concentration in Athletic Training as a new, related educational area of specialty within the Master of Science in Recreation and Sport Administration. This concentration is supported through courses offered by the Graduate Recreation and Sport Administration and Exercise Science programs and is offered for certified or certified eligible athletic trainers only. According to the National Athletic Trainers' Association executive committee for Education, interprofessional opportunities and socialization are critical features to the professional education of healthcare providers and are especially relevant in today's healthcare environment in which no practitioners practice in isolation. Athletic trainers have historically practiced interprofessionally, but that has not been intentionally addressed in professional and post-professional education programs. Opportunities exist for athletic training to become a leader in interprofessional education. By reaching this potential student population online, the concentration will provide a greater opportunity to serve these students globally, both in their understanding of recreation and sport administration and athletic training and in their pursuit of a related career path in a variety of employment settings.

5. Proposed term for implementation: Fall 2013

6. Dates of prior committee approvals:

KRS Department:	<u>2/04/ 2013</u>
CHHS Graduate Curriculum Committee	<u>2/25/2013</u>
Graduate Council	<u>3/21/13</u>
University Senate	_____

Attachment: Program Inventory Form

**Gordon Ford College of Business
Department of Economics
Proposal to Revise a Program
(Action Item)**

Contact Person: Dr. Catherine Carey, cathy.carey@wku.edu, 5-6401

1. Identification of program:

- 1.7 Current program reference number: 064
- 1.8 Current program title: Applied Economics
- 1.9 Credit hours: 30

2. Identification of the proposed program changes:

- Adjust admission requirements to reflect minimum preparatory requirements necessary for students to be successful in the program.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
All applicants must have completed an introductory microeconomics (Economics 202 or equivalent) course, an introductory macroeconomics (Economics 203 or equivalent) course, and an introductory statistics (Economics 206 or equivalent) course. Students who have not completed an intermediate level course (300 level or higher) course in microeconomics, macroeconomics, or statistics will be required to complete a preparatory workshop in the area of deficiency prior to the fall semester. Economics 501 may be substituted for the microeconomics and macroeconomics preparatory workshops.	All applicants must have completed an introductory microeconomics (Economics 202 or equivalent) course, an introductory macroeconomics (Economics 203 or equivalent) course, and an introductory statistics (Economics 206 or equivalent) course. Students who have not completed an intermediate level course (300 level or higher) in microeconomics, macroeconomics, or statistics are advised to complete online preparatory work in the area of deficiency prior to the fall semester.

4. Rationale for the proposed program change:

The change in preparatory work for success in the economics masters program is appropriate based on previous applicants to the program.

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

Fall 2013.

6. Dates of prior committee approvals:

Department of Economics _____ 8/20/12 _____

GFCB Graduate Committee _____ 2/22/2012 _____

WKU Graduate Council _____ 3/21/13 _____

University Senate _____

Attachment: Program Inventory Form

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

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

1. Identification of program:

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

2. Identification of the proposed program changes:

- Update description to accurately reflect methods of delivery
- Introduce Admissions Exception based on GAP score
- Include GMAT waiver for students with doctoral degrees

3. Detailed program description:

Previous	Proposed
<p>The MBA is an interdisciplinary program that provides professional education for successful careers in business. The program emphasizes accounting, computer information systems, economics, finance, management and marketing. Students take a core area of courses and fulfill their remaining credit hours with approved electives.</p> <p>The program is offered using four distinct methods of delivery. Students must elect their preferred method of delivery in their graduate application form.</p> <p>The full-time option is best suited for the students whose schedule can accommodate regularly scheduled afternoon and evening sessions, desire face-to-face interaction, and are not employed full-time. (The Trilateral option is an iteration of the full-time, featuring two semesters in two foreign countries).</p> <p>The part-time online option offers its course work online. This delivery method is best suited for students who are already actively engaged in their profession and require the flexibility of work anywhere, anytime.</p> <p>The professional option combines the flexibility of a part-time program with face-to-face interaction, by meeting in person on alternating Saturdays. This program is best suited for students who have at least five years of professional or mid to upper lever management experience.</p> <p style="text-align: center;">The admission process for the MBA program at Western Kentucky University involves the</p>	<p>The MBA is an interdisciplinary program that provides professional education for successful careers in business. The program emphasizes accounting, computer information systems, economics, finance, management and marketing. Students take a core area of courses and fulfill their remaining credit hours with approved electives.</p> <p>The program is offered using three distinct methods of delivery. Students must elect their preferred method of delivery in their graduate application form.</p> <p>The full-time option is best suited for the students whose schedule can accommodate regularly scheduled afternoon and evening sessions, desire face-to-face interaction, and are not employed full-time.</p> <p>The online option offers its course work online and can be a part-time or a full-time option. This delivery method is best suited for students who are already actively engaged in their profession and require the flexibility of work anywhere, anytime.</p> <p>The professional option combines the flexibility of a part-time program with face-to-face interaction, by meeting in person on alternating Saturdays. This program is best suited for students who have at least five years of professional or mid to upper lever management experience.</p> <p style="text-align: center;">The admission process for the MBA program at Western Kentucky University involves the</p>

following steps and requirements*:

- A. Completion of graduate application form, a current resume, submission of an official undergraduate degree transcript from each university attended and an official copy of a GMAT score taken within the last five years.
- B. Applicants seeking admission must meet the following criteria: Minimum undergraduate overall grade point average of 2.75 on a 4.0 scale, a minimum overall GMAT score of 500, and a written GMAT score of 3.5.
- C. Professional admissions standards may use substantial professional work experience (five years of professional or mid to upper lever management experience) to overcome deficiencies in other admission criteria.
- D. Applicants who have limited prior academic background in basic business are required to demonstrate proficiency in eight major areas by:
 - i. Successfully completing one or more preparatory courses as specified by the MBA Director,
OR
 - ii. Successfully completing BA 502 MBA Foundation Modules
OR
 - iii. Successfully completing one or more core area proficiency exams (fees required).

*These minimum requirements establish eligibility for admission, but do not guarantee acceptance.

Applicant materials are reviewed during the normal admission cycles. Students accepted into the MBA program will receive written notification and additional orientation materials. Students not admitted will be notified in writing and may be encouraged to reapply during the next regular admissions cycle.

following steps and requirements*:

- A. Completion of graduate application form, a current resume, submission of an official undergraduate degree transcript from each university attended and an official copy of a GMAT score taken within the last five years.
- B. Applicants seeking admission must meet the following criteria: Minimum undergraduate overall grade point average of 2.75 on a 4.0 scale, a minimum overall GMAT score of 500, and a written GMAT score of 3.5. **Applicants not meeting above standards may be considered on a case-by-case basis if applicant has a GAP score of 1100 or more (GMAT total scaled score plus the overall UGPA multiplied by 200).**
- C. Professional admissions standards may use substantial professional work experience (five years of professional or mid to upper lever management experience) to overcome deficiencies in other admission criteria.
- D. GMAT Waiver: The GMAT requirement will be waived for students who already possess a doctoral degree (MD, JD, DO, DDS, PharmD, Etc).**
- E. Applicants who have limited prior academic background in basic business are required to demonstrate proficiency in **six** major areas by:
 - i. Successfully completing one or more preparatory courses as specified by the MBA Director,
OR
 - ii. Successfully completing BA 502 MBA Foundation Modules
OR
 - iii. Successfully completing one or more core area proficiency exams (fees required).

*These minimum requirements establish eligibility for admission, but do not guarantee acceptance.

Applicant materials are reviewed during the normal admission cycles. Students accepted into the MBA program will receive written notification and additional orientation materials. Students not admitted will be

	notified in writing and may be encouraged to reapply during the next regular admissions cycle.
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4. Rationale for the proposed program change: to reflect national admissions trends and facilitate the best MBA candidates for all program options

5. Proposed term for implementation and special provisions (if applicable): 201320

6. Dates of prior committee approvals:

GFCB Graduate Committee: 2.22.2013

Graduate Council: 3/21/13

University Senate: _____

Attachment: Program Inventory Form

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

Contact Person: Dr. James Kanan, james.kanan@wku.edu, 745-2404

- 1. Identification of program:**
 - 1.1 Current program reference number: 105
 - 1.2 Current program title: Master of Arts in Sociology
 - 1.3 Credit hours: 34
- 2. Identification of the proposed program changes:** Revision of admission requirements
- 3. Detailed program description:**

Current Admission Requirements	Proposed Admission Requirements
GAP = 2200 (minimum)	GAP = 600 (minimum) <i>*Students who took the GRE prior to August 2011 GAP=2200 (minimum)</i>
GRE Analytical Writing = 3.5 (minimum)	GRE Analytical Writing = 3.5 (minimum)

- 4. Rationale for the proposed program change:** As a result of changes in the way GRE scores are calculated and because the GRE is an important component of the GAP admission requirements, it is necessary to revise the GAP admission requirement to reflect the *new* GRE scoring system.
- 5. Proposed term for implementation and special provisions (if applicable):** New admission requirements will be adopted for applicants to the Fall 2013 term.
- 6. Dates of prior committee approvals:**
 - Sociology Department __ January 25, 2013 __
 - PCAL Curriculum Committee __ February 7, 2013 __
 - Graduate Council 3/21/2013
 - University Senate _____

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

Contact Person: Dr. Kate King, kate.king@wku.edu, 745-2023

- 1. Identification of program:**
 - 1.1 Current program reference number: 421
 - 1.2 Current program title: Master of Arts in Criminology
 - 1.3 Credit hours: 33
- 2. Identification of the proposed program changes:** Revision of admission requirements
- 3. Detailed program description:**

Current Admission Requirements	Proposed Admission Requirements
GAP = 2200 (minimum)	GAP = 600 (minimum) <i>*Students who took the GRE prior to August 2011 GAP=2200 (minimum)</i>
GRE Analytical Writing = 3.5 (minimum)	GRE Analytical Writing = 3.5 (minimum)

- 4. Rationale for the proposed program change:** As a result of changes in the way GRE scores are calculated and because the GRE is an important component of the GAP admission requirements, it is necessary to revise the GAP admission requirement to reflect the *new* GRE scoring system.
- 5. Proposed term for implementation and special provisions (if applicable):** New admission requirements will be adopted for applicants to the Fall 2013 term.
- 6. Dates of prior committee approvals:**

Sociology Department	__ January 25, 2013 __
PCAL Curriculum Committee	__ February 7, 2013 __
Graduate Council	<u>3/21/2013</u>
University Senate	_____