

## **GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE**

DATE: November 2013  
FROM: The Graduate School

The Graduate Council submits the following items from the **October 10, 2013** meeting for consideration.

### **Information Items:**

- I. Temporary Course
  - KIN 518 Advanced Statistics in Kinesiology
  - ECON 507 Data Methods in Economics
  - RELS 600 Maintain Matriculation
  - HIST 538 Topics in Russian History

### **Consent Items:**

- I. Revise a Course Prerequisite/Corequisite
  - EDU 701 Teacher Leadership and Assessment I
  - EDU 702 Teacher Leadership and Assessment II
  - IED 703 Equity Pedagogy and Issues of Diversity
  - IED 704 Leadership and Ethics of Teaching
  - COMM 721 Organizational Communication for Leaders
  - COMM 731 Global Communication for Leaders
  - COMM 751 Strategic Communication
- II. Suspend a Course
  - IT 525 Planning and Organizing Technical Activities
  - INED 552 Advanced Machine Shop
  - INED Metals Technology
  - IT 465G Industrial Technology for Elementary Teachers
  - IT 520 Philosophy of Industrial Technology Education
  - INED 530 Advanced Drafting
  - INED 532 Industrial Design
  - INED 542 Industrial Electricity and Electronics
  - INED 544 Wood Technology
  - INED 548 Graphic Arts

### **Action Items:**

- I. Create a New Course
  - BIOL 457G Herpetology
  - FLK 760 Public Policy and Cultural Heritage
  - FLK 765 Leadership Seminar in Applied Folklore
  - FLK 772 Folklore and Public Practice
  - FLK 775 Activism and Politics in Applied Folklore
  - FLK 778 Advanced Folklore Fieldwork and Research Methods
  - FLK 785 Topics in Applied Folklore
  - FLK 789 Practicum in Applied Folklore
  - FLK 799 Dissertation Research
  - FLK 800 Maintain Matriculation
  - ICSR 530 Social Justice & Social Policy
- II. Create a New Major Program
  - Folklore Practice

- III. Revise a Program
  - 044 Literacy Education
  - 0010 Educational Leadership (EdD)
  - 095 MS in Recreation and Sport Administration
  - 0448 MA Social Responsibility and Sustainable Communities
- IV. Create a New Academic Degree Type
  - Doctor of Professional Studies (DPS)

Proposal Date: 6/3/2013

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

Contact Person: Pam Petty, pamela.petty@wku.edu, 745-2922

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: EDU 701
- 1.2 Course title: Teacher Leadership and Assessment I
- 1.3 Credit hours: 3

**2. Current prerequisite:** None

**3. Proposed prerequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor

**4. Rationale for the revision of prerequisite:** This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.

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

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

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

School of Teacher Education \_\_\_\_\_8/23/13\_\_\_\_\_

CEBS Curriculum Committee \_\_\_\_\_9/3/13\_\_\_\_\_

Professional Education Council \_\_\_\_\_9/11/13\_\_\_\_\_

Graduate Council \_\_\_\_\_10-10-13\_\_\_\_\_

University Senate \_\_\_\_\_

Proposal Date: 6/3/2013

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

Contact Person: Pam Petty, pamela.petty@wku.edu, 745-2922

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: EDU 702
- 1.2 Course title: Teacher Leadership and Assessment II
- 1.3 Credit hours: 3

**2. Current prerequisite:** None

**3. Proposed prerequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor

**4. Rationale for the revision of prerequisite:** This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.

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

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

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

School of Teacher Education \_\_\_\_\_ 8/23/13 \_\_\_\_\_

CEBS Curriculum Committee \_\_\_\_\_ 9/3/13 \_\_\_\_\_

Professional Education Council \_\_\_\_\_ 9/11/13 \_\_\_\_\_

Graduate Council \_\_\_\_\_ 10-10-13 \_\_\_\_\_

University Senate \_\_\_\_\_

Proposal Date: 6/3/2013

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

Contact Person: Pam Petty, pamela.petty@wku.edu, 745-2922

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: IED 703
- 1.2 Course title: Equity Pedagogy and Issues of Diversity
- 1.3 Credit hours: 3

**2. Current prerequisite:** None

**3. Proposed prerequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor

**4. Rationale for the revision of prerequisite:** This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.

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

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

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

School of Teacher Education \_\_\_\_\_8/23/13\_\_\_\_\_

CEBS Curriculum Committee \_\_\_\_\_9/3/13\_\_\_\_\_

Professional Education Council \_\_\_\_\_9/11/13\_\_\_\_\_

Graduate Council \_\_\_\_\_10-10-13\_\_\_\_\_

University Senate \_\_\_\_\_

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

Contact Person: Pam Petty, pamela.petty@wku.edu, 745-2922

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: IED 704
- 1.2 Course title: Leadership and the Ethics of Teaching
- 1.3 Credit hours: 3

**2. Current prerequisite:** None

**3. Proposed prerequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor

**4. Rationale for the revision of prerequisite:** This change reflects that this course was designed mainly for Educational Leadership Doctoral Program students.

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

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

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

School of Teacher Education      \_\_\_\_\_ 8/23/13 \_\_\_\_\_

CEBS Curriculum Committee      \_\_\_\_\_ 9/3/13 \_\_\_\_\_

Professional Education Council      \_\_\_\_\_ 9/11/13 \_\_\_\_\_

Graduate Council      \_\_\_\_\_ 10-10-13 \_\_\_\_\_

University Senate      \_\_\_\_\_

Proposal Date: 6/3/2013

**Potter College of Arts & Letters  
Department of Communication  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Helen Sterk, Helen.sterk@wku.edu, 745-5296

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: COMM 721
- 1.2 Course title: Organizational Communication for Leaders
- 1.3 Credit hours: 3

**2. Current prerequisite:** Enrollment in EdD Educational Leadership program; corequisite with LEAD I; or permission of instructor

**3. Proposed prerequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor

**4. Rationale for the revision of prerequisite:** This change brings old language in the catalog up to date with revisions in the Educational Leadership Doctoral Program.

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

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

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

Communication Department	<u>August 26, 2013</u>
PCAL Curriculum Committee	<u>September 5, 2013</u>
Professional Education Council	<u>September 11, 2013</u>
Graduate Council	____10-10-13_____
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 6/3/2013

**Potter College of Arts & Letters  
Department of Communication  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Helen Sterk, Helen.sterk@wku.edu, 745-5296

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: COMM 731
- 1.2 Course title: Global Communication for Leaders
- 1.3 Credit hours: 3

**2. Current prerequisite:** Enrollment in EdD Educational Leadership program; corequisite with LEAD I; or permission of instructor

**3. Proposed prerequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor

**4. Rationale for the revision of prerequisite:** This change brings old language in the catalog up to date with revisions in the Educational Leadership Doctoral Program.

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

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

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

Communication Department	<u>August 26, 2013</u>
PCAL Curriculum Committee	<u>September 5, 2013</u>
Professional Education Council	<u>September 11, 2013</u>
Graduate Council	____10-10-13_____
University Senate	_____

**Attachment: Course Inventory Form**



Proposal Date: 6/3/2013

**Potter College of Arts & Letters  
Department of Communication  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Helen Sterk, Helen.sterk@wku.edu, 745-5296

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: COMM 751
- 1.2 Course title: Strategic Communication
- 1.3 Credit hours: 3

**2. Current prerequisite/corequisite:** PR: Enrollment in EdD Educational Leadership program or permission of instructor; corequisite: LEAD III

**3. Proposed prerequisite/corequisite:** Admission to Educational Leadership Doctoral Program or permission of instructor

**4. Rationale for the revision of prerequisite:** This change brings old language in the catalog up to date with revisions in the Educational Leadership Doctoral Program.

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

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

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

Communication Department	<u>August 26, 2013</u>
PCAL Curriculum Committee	<u>September 5, 2013</u>
Professional Education Council	<u>September 11, 2013</u>
Graduate Council	<u>10-10-13</u>
University Senate	<u></u>

**Attachment: Course Inventory Form**

Proposal Date: 9/9/2013

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: IT 525
- 1.2 Course title: Planning and Organizing Technical Activities

**2. Rationale for the course suspension:** Course has not been offered for the past 5 years

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

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

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

Architectural and Manufacturing Sciences

09/20/2013

Ogden College Graduate Curriculum Committee

09/27/2013

Graduate Council

**10-10-13**

University Senate

Proposal Date: 9/9/2013

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: INED 552
  - 1.2 Course title: Advanced Machine Shop
- 2. Rationale for the course suspension:** Course has not been offered for the past 5 years
- 3. Effect of course suspension on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2014
- 5. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences

09/20/2013

Ogden College Graduate Curriculum Committee

09/27/2013

Graduate Council

**10-10-13**

University Senate

Proposal Date: 9/9/2013

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: INED 560
  - 1.2 Course title: Metals Technology
- 2. Rationale for the course suspension:** Course has not been offered for the past 5 years
- 3. Effect of course suspension on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2014
- 5. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences

09/20/2013

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09/27/2013

Graduate Council

**10-10-13**

University Senate

Proposal Date: 9/9/2013

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: IT 465G
  - 1.2 Course title: Industrial Technology for Elementary Teachers
- 2. Rationale for the course suspension:** Course has not been offered for the past 5 years
- 3. Effect of course suspension on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2014
- 5. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences

09/20/2013

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09/27/2013

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**10-10-13**

University Senate

Proposal Date: 9/9/2013

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: IT 520
  - 1.2 Course title: Philosophy of Industrial Technology Education
- 2. Rationale for the course suspension:** Course has not been offered for the past 5 years
- 3. Effect of course suspension on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2014
- 5. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences

09/20/2013

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09/27/2013

Graduate Council

**10-10-13**

University Senate

Proposal Date: 9/9/2013

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: INED 530
  - 1.2 Course title: Advanced Drafting
- 2. Rationale for the course suspension:** Course has not been offered for the past 5 years
- 3. Effect of course suspension on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2014
- 5. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences

09/20/2013

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09/27/2013

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**10-10-13**

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Proposal Date: 9/9/2013

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: INED 532
  - 1.2 Course title: Industrial Design
- 2. Rationale for the course suspension:** Course has not been offered for the past 5 years
- 3. Effect of course suspension on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2014
- 5. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences

09/20/2013

Ogden College Graduate Curriculum Committee

09/27/2013

Graduate Council

**10-10-13**

University Senate



Proposal Date: 9/9/2013

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: INED 542
  - 1.2 Course title: Ind Electricity and Electronics
- 2. Rationale for the course suspension:** Course has not been offered for the past 5 years
- 3. Effect of course suspension on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2014
- 5. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences

09/20/2013

Ogden College Graduate Curriculum Committee

09/27/2013

Graduate Council

**10-10-13**

University Senate

Proposal Date: 9/9/2013

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: INED 544
  - 1.2 Course title: Wood Technology
- 2. Rationale for the course suspension:** Course has not been offered for the past 5 years
- 3. Effect of course suspension on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2014
- 5. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences

09/20/2013

Ogden College Graduate Curriculum Committee

09/27/2013

Graduate Council

**10-10-13**

University Senate

Proposal Date: 9/9/2013

**Ogden College of Science and Engineering  
Department of Architectural and Manufacturing Sciences  
Proposal to Suspend a Course  
(Consent Item)**

Contact Person: A. Mark Doggett, Ph.D., Mark.Doggett@wku.edu, 270-745-6951

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: INED 548
  - 1.2 Course title: Graphic Arts
- 2. Rationale for the course suspension:** Course has not been offered for the past 5 years
- 3. Effect of course suspension on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Spring 2014
- 5. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences

09/20/2013

Ogden College Graduate Curriculum Committee

09/27/2013

Graduate Council

**10-10-13**

University Senate

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

Contact Person: Jarrett Johnson, [jarrett.johnson@wku.edu](mailto:jarrett.johnson@wku.edu), 745-6032

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: BIOL 457G
- 1.2 Course title: Herpetology
- 1.3 Abbreviated course title: Herpetology
- 1.4 Credit hours and contact hours: 4/6
- 1.5 Schedule type: C
- 1.6 Prerequisites: Graduate standing or permission of instructor
- 1.7 Course description: The diversity, biology, and conservation of reptiles and amphibians. Off-campus travel will be required.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Amphibians and reptiles represent two of the five major lineages of vertebrates. An understanding of the taxonomy and biology of these groups is an important component of an organismal-based undergraduate education in biology. Reptile and amphibian species are popular in the pet trade and many students have had casual outdoor experiences with common local species. The proposed course would provide the opportunity for students to gain a broader understanding of the diversity and importance of reptiles and amphibians both locally and globally. Many amphibians and reptiles species are experiencing population declines, and students interested in careers in conservation or wildlife biology will likely need an understanding of the natural history of these organisms.

In addition, a course in herpetology was taught in the WKU Biology Department during the 1970s. Dr. Johnson was hired, in part, with the expectation to offer Herpetology on a least a semi-regular basis.
- 2.2 Projected enrollment in the proposed course: 15-20. This course was taught during Spring 2012 as a temporary course (with same number), with a finishing enrollment of 5 graduate students in 457G and 15 undergraduate students in a complementary 457 section.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Biology Department offers graduate courses that cover two of the other major vertebrate groups (BIOL 456G Ichthyology and BIOL459G Mammalogy). The proposed course covers the remaining two groups: reptiles and amphibians. The proposed course would complement the other courses well, and provide students with the opportunity to complete their education of vertebrate ecology, evolution, and diversity. It is not unusual for a comprehensive or research institution to offer Herpetology and this is a course that had previously been taught at WKU.
- 2.4 Relationship of the proposed course to courses offered in other departments: Little, at best. GEOL 405G (Paleontology) provides a comprehensive overview of the nature of the fossil record with particular emphasis on invertebrates. The proposed course begins with an overview of the evolution of vertebrates (fish, amphibians, mammals, reptiles, and birds) but focus mainly on the diversity, biology, and conservation of reptiles and amphibians .
- 2.5 Relationship of the proposed course to courses offered in other institutions: Nine of our benchmark institutions (Ball State University, Western Illinois University, Missouri State University, Indiana State University, Towson University, Stephen F. Austin State University, Eastern Michigan University, Central Missouri State University, and California State University-Chico) offer a Herpetology course.

**3. Discussion of proposed course:**

- 3.1 Course objectives: To introduce students to the field of herpetology, while emphasizing the evolutionary relationships of major groups of amphibians and reptiles, the diversity of life-history

adaptations, and the identification of species found in Kentucky. This course will include discussions of evolutionary history and the fossil record, and introduce a wide range of molecular and field techniques for the modern study of amphibian and reptile species and populations from taxonomic and ecological perspectives.

3.2 Content outline:

Lecture (2 contact hours)

- Introduction to herpetology
- Concepts in systematics and evolution of Tetrapoda
- Evolution of Amniotes and major features of living amphibians
- Amphibian diversity
- Major features of living reptiles and reptile diversity
- Problems in phylogeny
- Life histories
- Reproduction and mating systems
- Osmoregulation and thermoregulation
- Locomotion, orientation and movement
- Communication and foraging ecology
- Defense
- Population ecology and phylogeography
- Conservation of amphibians and reptiles

Lab (4 contact hours)

- Salamander diversity
- Salamanders of Kentucky
- Frog diversity
- Frogs of Kentucky
- Amphibian field trip
- Turtle diversity
- Turtles of Kentucky
- Lizard diversity
- Lizards of Kentucky
- Snake diversity
- Snakes of Kentucky
- Reptile field trip

3.3 Student expectations and requirements: Student performance will be based on lecture exams and laboratory practical exams.

3.4 Tentative texts and course materials: Herpetology by Vitt and Caldwell (3rd Edition), A Field Guide to Reptiles & Amphibians of Eastern & Central North America by Conant and Collins (3rd Edition).

**4. Resources:**

- 4.1 Library resources: Herpetology by Vitt and Caldwell (3rd Edition) text on reserve.
- 4.2 Computer resources: Departmental computer resources are sufficient to instruct students during lectures.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Additional staff is not required. Note, this an expected components of the Dr. Johnson's teaching requirements.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

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

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

Department of Biology: \_\_\_\_\_3/25/13\_\_\_\_\_

Ogden College Graduate Curriculum Committee: \_\_\_\_\_9/27/13\_\_\_\_\_

Graduate Curriculum Committee: \_\_\_\_\_10-10-13\_\_\_\_\_

University Senate: \_\_\_\_\_

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

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

Contact Person: Michael Ann Williams, [michael.williams@wku.wdu](mailto:michael.williams@wku.wdu), 270 745-5898

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: FLK 760
- 1.2 Course title: Public Policy and Cultural Heritage
- 1.3 Abbreviated course title: Public Policy and Heritage
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S—Seminar
- 1.6 Prerequisite: FLK 560 or equivalent, enrollment in Doctor of Professional Studies, Folklore Practice program.
- 1.7 Course catalog listing: Examines key issues at the intersection of public policy and cultural heritage with an emphasis on case studies and models for addressing these issues from an applied folklore perspective.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Applied folklorists have long been engaged with issues of public policy; however, in recent decades such engagement has received increased attention as a key area of scholarship and practice. A growing number of courses are offered at other institutions devoted specifically to the development of knowledge and skills about such issues as an area of professional expertise. This course will be a core required course in the proposed doctoral program in Folklore Practice, and it will examine key issues at the intersection of public policy and cultural heritage. Such issues include but are not limited to: tourism, intellectual property rights, intangible cultural heritage, asylum policy, agriculture/land policy, and economic development. It will provide theory and case studies with which students will develop skills and knowledge in multiple areas of policy at the local, state, national, and global levels, readying them for work as “productive, engaged, and socially responsible citizen leaders of a global society” as applied folklore professionals.
- 2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
- 2.3 Relationship of the proposed course to courses now offered by the department: The prerequisite for this course, FLK560: Cultural Conservation, provides an introduction to some of the issues covered in this course for students at the MA level. This course will expand upon FLK 560 both in terms of depth and issues covered, as appropriate for students at the doctoral level.
- 2.4 Relationship of the proposed course to courses offered in other departments: PS 545 Seminar in Public Policy Analysis and PS 546 Public Policy Evaluation (Political Science) both provide students in the Masters in Public Administration program with experience in evaluating matters of public policy. FLK 760 differs in that it focuses on public policy issues as they relate to cultural heritage and as they can be evaluated and addressed from the perspective of applied folklore at the doctoral level.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses offered in related graduate programs at other institutions include: CSP 601 Cultural Policy, MA in Cultural Sustainability, Goucher College; Folk-F804 Heritage & Cultural Property, Indiana University; English 880 Culture and Capital, Ohio State University. This course will cover a broader range of public policy issues than these courses in order to prepare students for applied folklore work in multiple contexts.

### 3. Discussion of proposed course:

- 3.1 Course objectives: Students will:
- Develop an understanding of key issues at the intersection of public policy and cultural heritage;
  - Understand the roles of applied folklorists—past, present, and future—in addressing these issues;
  - Conduct primary and secondary research related to particular public policy issues; and
  - Apply theoretical perspectives gained through course readings and discussions to their own primary research.
- 3.2 Content outline:
- I. Introduction to public policy and cultural heritage
  - II. The roots of folkloristic approaches to public policy
  - III. Public policy at the local level (e.g. economic development, tourism, medical policy)
  - IV. Public policy at the state and regional levels (e.g. cultural and heritage tourism, arts and cultural policy, agricultural/land policy)
  - V. Public policy at the national level (e.g. asylum policy, intellectual property, environmental/preservation law)
  - VI. The global picture: (e.g. Intangible Cultural Heritage as addressed by the United Nations Education, Scientific, and Cultural Organization [UNESCO] and the World Intellectual Property Organization [WIPO])
- 3.3 Student expectations and requirements:  
Students will be expected to attend and participate in class regularly and to successfully complete assignments that may include: readings, exams, papers, primary and secondary research, and oral presentations.
- 3.4 Tentative texts and course materials: Examples of texts that may be used in this course include:  
Harrison, Rodney. 2013. *Heritage: Critical Approaches*. London: Routledge.  
Howell, Benita J., ed. 2002. *Culture, Environment, and Conservation in the Appalachian South*. Urbana: University of Illinois Press  
Kirshenblatt-Gimblett, Barbara. 1998. *Destination Culture: Tourism, Museums, and Heritage*. Berkeley and Los Angeles: University of California Press.  
Shuman, Amy and Carol Bohmer. 2007. *Rejecting Refugees: Political Asylum in the 21st Century*. London: Routledge.  
Additional readings made available in electronic form.

### 4. Resources:

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

### 5. Budget implications:

- 5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.  
5.2 Special equipment needed: None.  
5.3 Expendable materials needed: None.  
5.4 Laboratory materials needed: None.

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

### 7. Dates of prior committee approvals:

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee 9/5/2013

Graduate Council 10-10-13



University Senate

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

Proposal Date: August 16, 2013

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

Contact Person: Michael Ann Williams, [michael.williams@wku.edu](mailto:michael.williams@wku.edu), 745-5898

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: FLK 765
- 1.2 Course title: Leadership Seminar in Applied Folklore
- 1.3 Abbreviated course title: Leadership Seminar
- 1.4 Credit hours and contact hours: 3 hours.
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: Enrollment in Doctor of Professional Studies, Folklore Practice program
- 1.7 Course catalog listing: Examination of history and current state of leadership practice in applied folklore with emphasis on case studies and the development of mentoring relationships with senior folklorists.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: FLK 765 will be a required core course in the proposed doctoral program in Folklore Practice. As the first advanced practice doctorate in the field of folklore, one aim of the program is to develop a new generation of leadership for the field. With the pioneer generation of applied folklorists now primarily of retirement age, the issue of leadership and succession has become critical within the field of applied folklore. Although many of this older generation hold advanced degrees in folklore, they readily admit that their doctoral training did not prepare them for the applied dimensions of folklore. This course will be the first advanced doctoral level class in the discipline to specifically address issues of leadership by emphasizing case studies, both current and historical, of leadership in applied folklore and providing opportunities for students to develop mentorship relationships with leaders in the discipline.
- 2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
- 2.3 Relationship of the proposed course to courses now offered by the department: Courses such as FLK 560 Cultural Conservation, 562 Folklore and Education, and 572 Public Folklore discuss the development of leadership in certain realms of applied folklore at the MA level; however the department does not currently offer a course that focuses exclusively on issues of leadership.
- 2.4 Relationship of the proposed course to courses offered in other departments: Educational Leadership offers EDLD 710 Leadership Theories and Ethics, EDLD 720 Individual and Group Issues in Leadership, and EDLD 730 Leading the Organization, all of which are relevant to leadership in education rather than folklore.
- 2.5 Relationship of the proposed course to courses offered in other institutions: No doctoral level courses on leadership in applied folklore exist in other institutions offering doctorates in folklore.

**3. Discussion of proposed course:**

- 3.1 Course objectives: Students will:
  - Gain a deeper understanding of the history of leadership in the field of applied folklore
  - Expand their networks of supportive individuals in the public and private sectors and develop mentorship relationships with individual leaders in the field.
  - Determine effective leadership styles and their application in the various work settings

- Distinguish between roles and tasks appropriate to specific organizations and circumstances.
  - Identify proven strategies to interact effectively with diverse agencies and constituencies.
- 3.2 Content outline:
- I. Introduction to Issues of Leadership in Applied Folklore
  - II. Case Studies: Historical
  - III. Cases Studies: Contemporary
  - IV. Effective Leadership Styles and Strategies
  - V. Navigating Diverse Agencies and Constituencies
  - VI. Leadership and Mentoring
- 3.3 Student expectations and requirements: Students will be expected to attend and participate in class regularly and to successfully complete assignments that may include: readings, exams, papers, primary and secondary research, and oral presentations. Each student will be expected to develop an ongoing mentoring relationship with a leader in applied folklore.
- 3.4 Tentative texts and course materials: Examples of tentative texts include:

Donna M. Binkiewicz. *Federalizing the Muse: United States Arts Policy and the National Endowment for the Arts*. University of North Carolina Press, 2008.

James Bau Graves. *Cultural Democracy: The Arts, Community, and the Public Purpose*. University of Illinois, 2005.

Selina Morales, Mal O'Connor and Sally Van de Water. *Leadership, Succession, and Transition in Public Sector Folklore*. CFAR, 2013.

Stephen Tepper and Bill Ivey, eds. *Engaging Art, The Next Great Transformation of America's Cultural Life and The Arts of Democracy: Art, Public Culture and the State*. Routledge, 2008.

#### 4. Resources:

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

#### 5. Budget implications:

- 5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

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

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

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee 9/5/2013

Graduate Council 10-10-13

University Senate \_\_\_\_\_

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

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

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

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: FLK 772
- 1.2 Course title: Folklore and Public Practice
- 1.3 Abbreviated course title: Folklore and Public Practice
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites: FLK 572 or equivalent, enrollment in Doctor of Professional Studies, Folklore Practice program.
- 1.7 Course catalog listing: Explores the various dimensions of folklore and public practice at an advanced level, including the examination of specific case studies and the application of knowledge to specific student-developed projects.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will offer a doctoral level foundation course on the various practices of applied folklore. This will be a core required course toward the proposed doctoral program in Folklore Practice. Applied folklore has become an increasingly complex area of endeavor, including not just “public folklore,” but folklorists working with social and health services, various aspects of public and arts policy, and economic development. This foundation course will introduce doctoral students to the full range of folklore practice.
- 2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed Doctor of Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will complement and expand on the course prerequisite, FLK 572, Public Folklore, offering a broader focus in terms of depth and issues covered, as appropriate for students at the doctoral level. It will also complement the other courses proposed for the doctoral program in Folklore Practice at Western Kentucky University by offering an introduction at the doctoral level to the full range of public practice within the discipline of folklore.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other applied doctoral programs at WKU offer classes that emphasize practice, including NURS 712, Evidence Based Practice. At the master’s degree level, the Master of Social Work (MSW) program offers SWRK 520, Generalist Social Work Practice, and SWRK 501, Cultural Competency in Social Work Practice. These courses are specific to the disciplines they serve, as FLK 772 will be specific to public practice in folklore.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Several American universities offer M.A. level classes in public folklore or public practice in folklore, including Indiana University, Utah State University, the University of North Carolina-Chapel Hill, and the University of Oregon. MA level introductory courses to public folklore will be accepted as equivalents to the prerequisite FLK 572, Public Folklore, taught at WKU. There are no other American universities that offer doctoral level courses that examine the broad range of folklore and public practice, although individual courses such as Indiana University’s F804, Heritage & Cultural Property, and Ohio State’s ENGLISH 880, Culture and Capital, explore specific aspects of folklore practice at the doctoral level. WKU’s FLK 772 will be the first doctoral level course in the U.S. to explore the broad range of public practice in folklore.

### 3. Discussion of proposed course:

- 3.1 Course objectives: As an advanced class on folklore and public practice, students will already be familiar with the fundamentals of public folklore, by taking FLK 572 or the equivalent, and/or having several years of experience as public folklore professionals.

Course objectives. Students will:

- Develop an understanding of the variety of applied folklore venues and practices.
- Apply theory to practice.
- Conduct research and carry out projects in areas related to their specific fields of inquiry.

Learning outcomes. Students will:

- Gain knowledge of the varieties of applied folklore practice.
- Expand their skills in folklore practice and will pursue skills and experiences in specific areas relevant to their interests, expertise, and career goals.

- 3.2 Content outline:

- I. Introduction to the Class
- II. Folklore & Public Practice
- III. Class Projects: Planning
- IV. Applied Folklore: Problem Solving
- V. Venues of Public Practice
- VI. Class project, Presentations
- VII. Conclusion

- 3.3 Student expectations and requirements: Students must attend class on a regular basis, participate, and complete all assignments, activities, and exams. They are expected to carry out specific projects that are related to the class and approved by the instructor.

- 3.4 Tentative texts and course materials: Examples of texts that may be used in this course include:

Baron, Robert and Nick Spitzer, editors. *Public Folklore*. 2<sup>nd</sup> edition. Oxford, MS: University Press of Mississippi, 2007.

Diamond, Heather A. and Ricardo D. Trimillos, editors. *Constructing Folklife and Negotiating the Nation(Al): The Smithsonian Folklife Festival*. Special issue, *Journal of American Folklore* 121 (479), 2008.

Graves, James Bau. *Cultural Democracy: The Arts, Community, and the Public Purpose*. Champaign-Urbana: University of Illinois, Press, 2004.

Jones, Michael Owen, editor. *Putting Folklore to Use*. Lexington: University Press of Kentucky, 1994.

Kurin, Richard. *Reflections of a Culture Broker: A View from the Smithsonian*. Washington: Smithsonian Institution Press, 2007.

Wells, Patricia Atkinson, editor. *Working for and with the Folk: Public Folklore in the Twenty-First Century*. Special issue, *Journal of American Folklore* 119 (471), 2006.

For more resources, see attached bibliography.

### 4. Resources:

- 4.1 Library resources: The WKU library has adequate resources for this class.
- 4.2 Computer resources: This class will make use of the internet, audiovisual resources, etc. WKU has adequate resources for this.

### 5. Budget implications:

- 5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

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

### 7. Dates of prior committee approvals:

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee 9/5/2013

Graduate Council 10-10-13

University Senate \_\_\_\_\_

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

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

Contact Person: Michael Ann Williams, [michael.williams@wku.edu](mailto:michael.williams@wku.edu), 745-5898

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: FLK 775
- 1.2 Course title: Activism and Politics in Applied Folklore
- 1.3 Abbreviated course title: Folklore Activism and Politics
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites/co-requisites: Enrollment in the Doctor of Professional Studies, Folklore Practice program.
- 1.7 Course catalog listing: Investigates the uses of folklore in historical and contemporary political and social activism. May be repeated once (if a different topic) for credit.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Applied folklore takes place in a political and social environment which both shapes and responds to social and political factors. Professional folklorists must understand and take these effects into account in their work, hence this represents a core course in the proposed program curriculum in the doctoral program in Folklore Practice. While the proposed program will emphasize the mastery of advanced skills in leadership and fieldwork, it is also essential that doctoral students in applied folklore understand the strong currents of political activism that have existed, and still exist, within the profession. In a recent article (2012), prominent public folklorist Debora Kodish identifies, among the many threads of public folklore, “a progressive public interest tradition where labor equitably dedicated toward the flourishing of people’s power and capacities, traced in arts and culture, is a critical variety of liberation struggle.” While not advocating for any particular activist or political agenda, this course will provide an understanding of the role that political activism has played in the development of public folklore which is crucial for future leaders in the field.
- 2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will complement and expand on our current M.A. level courses such as FLK 560 Cultural Conservation, and FLK 575 Public Folklore, and will also complement the other courses proposed for the Doctorate in Applied Folklore at Western Kentucky University. FLK 772, Folklore and Public Practice will introduce doctoral students to the variety of applications of folklore in non-scholarly settings and FLK 760, Public Policy and Cultural Heritage, will introduce to students the intersections of public policy and applied folklore. FLK 775 will provide an effective counterpoint to FLK 765, Leadership Seminar in Applied Folklore. While the latter will explore how leaders may effectively navigate political issues, FLK 775 will examine the uses of folklore in political and social activism.
- 2.4 Relationship of the proposed course to courses offered in other departments: historical content of this course may share some common concerns with HIST 505 Cultural Diversity in America, although this course is primarily addressed to teachers. The Department of Political Science offers PS 538, a seminar in Public Sector Organizations takes a values-based approach to administration structure and behavior. ICSR 510 examines major perspectives concerning issues in social justice. GWS 545 Feminist Knowledge and Social Change addresses activism in the context of gender-

related issues. Unlike these courses, FLK 775 will be offered at the doctoral level and will specifically address activism as it relates to applied folklore.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Doctoral programs such as Memorial University of Newfoundland and Indiana University in folk studies offer occasional topics courses with similar content and approach. For instance, Indiana University Folk-F804 Heritage & Cultural Property and Ohio State offers English 880 Culture and Capital. However this will be the first doctoral course in North America that specifically addresses political activism in applied folklore.

### 3. Discussion of proposed course:

- 3.1 Course objectives: On completion of this course, the student will:
- understand the role of politics and social activism in the study of folklore from the late nineteenth century to the present;
  - master the major arenas of cultural politics relevant today within the diverse contexts of activism;
  - demonstrate the ability to apply these concepts to their work setting.

Each of these objectives will be understood both in terms of the larger implications for the discipline, and their specific application to the student's professional work setting.

- 3.2 Content outline:

- I. Introduction
- II. Roots of the study of folklore in Romantic Nationalism
- III. Cultural evolutionism and Imperialism in the ethnographic disciplines
- IV. Cultural policy in the not-so-Melting Pot
- V. Contemporary ethical and legal issues: appropriation, representation
- VI. Contemporary ethical and legal issues: intellectual property rights, arts and economics
- VII. Contemporary ethical and legal issues: gender
- VIII. Contemporary ethical and legal issues: policy and regulation

- 3.3 Student expectations and requirements: Students must attend class on a regular basis, participate, and complete all assignments, activities, and exams. Their work will include case studies of past and present activist agendas and organization in folklore, as well as specific applications to their own work environment. They are expected to carry out specific projects that are related to the class and approved by the instructor.

- 3.4 Tentative texts and course materials:

Bauman, Richard and Charles L. Briggs. 2003. *Voices of Modernity: Language Ideologies and the Politics of Inequality*. Cambridge: Cambridge University Press.

Behar, Ruth. 1996. *The Vulnerable Observer: Anthropology that Breaks Your Heart*. Boston: Beacon Press

Graves, James Bau. 2004. *Cultural Democracy: The Arts, Community, and the Public Purpose*. Champaign-Urbana, University of Illinois.

Goldstein, Diane E. and Amy Shuman. 2012. The Stigmatized Vernacular. Special issue. *Journal of Folklore Research* 49:2.

Hafstein, Valdimar and Regina Bendix. 2010. *Culture and Property*. *Ethnologia Europaea* 39:2. MuseumTusculanum Press.



Ivey, Bill. 2008. *Arts, Inc.: How Greed and Neglect Have Destroyed Our Cultural Rights*. Berkeley, University of California Press, 2008.

Whisnant, David E. . *All That is Native and Fine: The Politics of Culture in an American Region*. 2<sup>nd</sup> edition. Chapel Hill, University of North Carolina Press.

**4. Resources:**

- 4.1 Library resources: The WKU library has adequate resources for this class.
- 4.2 Computer resources: This class will make use of the internet, audiovisual resources, etc. WKU has adequate resources for this.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

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

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

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee: 9/5/2013

Graduate Council 10-10-13

University Senate \_\_\_\_\_

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

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

Contact Person: Michael Ann Williams, [michael.williams@wku.edu](mailto:michael.williams@wku.edu), 745-5898

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: FLK 778
- 1.2 Course title: Advanced Folklore Fieldwork and Research Methods
- 1.3 Abbreviated course title: Advanced Folklore Fieldwork
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites/co-requisites: FLK 578 or equivalent
- 1.7 Course catalog listing: Advanced examination of historical and contemporary theory and practice of ethnographic fieldwork.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Sound ethnographic practice is at the core of the discipline of folklore. Significant developments in both theory and practice cannot be covered by a single MA-level course. Offering a required doctoral level course on theory and practice of ethnographic documentation as part of the Doctor of Professional Studies, Folklore Practice core curriculum will provide the deeper level of analysis appropriate to the degree. Student enrolled in FLK 778 will be expected to have completed FLK 578, Folklore Fieldwork, or its equivalent at another university. Therefore the course will be able to proceed to advanced theory and technique, including uses of new media in ethnographic research, advanced approaches to digitization, and best practices. This course will be designed for students who have already mastered basic field methods and are engaged in more advanced forms of fieldwork. It is crucial for doctoral level students to go beyond basic mastery by understanding best practices and contemporary theory of folklore fieldwork and research methods.
- 2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice: enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will complement and expand on our current M.A. level course, FLK 578, "Folklore Fieldwork." It will also complement the other courses proposed for the Doctorate in Professional Studies, Folklore Practice at Western Kentucky University. While FLK 772, Folklore and Public Practice, will introduce doctoral level students to the variety of public practice within Applied Folklore and FLK 765, Leadership Seminar in Applied Folklore, will develop leadership skills in applied folklore, FLK 778 will emphasize fieldwork and research methods.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other applied doctoral programs at WKU offer discipline specific classes that emphasize research methods, including EDLD 712, "Research Methods and Design for Educational Leaders." These courses are discipline specific, as will be FLK 778.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other North American institutions offering an advanced degree in folklore require an MA-level course on fieldwork. More advanced course investigation of the topic is generally undertaken in elective or "topics" classes at the doctoral level. This course is similar to Memorial University's 7100: Advanced Folkloristics II - Research and Ethnography, although it will be less theory-driven, and Indiana University's Folk-F528 Advanced Fieldwork, which is an advanced folklore fieldwork class offered at the master's level.

### 3. Discussion of proposed course:

#### 3.1 Course objectives: Students will:

- Demonstrate an enhanced ability to apply up-to-date field technologies and documentation protocol;
- Display an understanding of the history of fieldwork in the ethnographic disciplines;
- Apply current trends in ethnographic theory; and a deepened comprehension of the legal and ethical dimensions of fieldwork to their research;
- Conduct their own fieldwork according to the highest standards of the discipline using the most up-to-date methods appropriate to their work.

Each of these objectives will be understood both in terms of the larger implications for the discipline, and their specific application to the professional work setting and constituency of the student.

#### 3.2 Content outline:

- I. Introduction
- II. History of ethnographic fieldwork
- III. Current best practice: recording and preliminary documentation
- IV. Current best practice: archiving and preservation
- V. Contemporary ethical and legal issues
- VI. New trends in ethnographic theory

#### 3.3 Student expectations and requirements:

Students must attend class on a regular basis, participate, and complete all assignments, activities, and exams. They are expected to carry out specific projects that are related to the class and approved by the instructor. Course requirements will include five written critical analyses of recognized ethnographic works or collections with reference to their methods, content, and significance, as well as a final project demonstrating competence in contemporary digital techniques of ethnographic documentation.

#### 3.4 Tentative texts and course materials:

Behar, Ruth and Deborah A. Gordon, eds. 1995. *Women Writing Culture*. Berkeley: University of California Press.

Blank, Trevor J., ed. 2009. *Folklore and the Internet: Vernacular Expression in a Digital World*. Logan: Utah State University Press, 2009.

Brady, Erika. 2001. *A Spiral Way: How the Phonograph Changed Ethnography*. Logan, Utah State University Press.

Briggs, Charles. 1986. *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge: Cambridge University Press.

Clifford, James and George Marcus. 1986. *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley, University of California Press.

Goodall, H.L. 2000. *Writing the New Ethnography*. New York, Alta Mira Press.

Mullin, Patrick, ed. 2000. "Issues in Collaboration and Representation" Special Double Issue. *Journal of Folklore Research*. 37

**4. Resources:**

- 4.1 Library resources: The WKU library has adequate resources for this class.
- 4.2 Computer resources: This class will make use of the internet, audiovisual resources, etc. WKU has adequate resources for this.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Additional staffing may be necessary if enrollment increases.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

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

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

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee: 9/5/2013

Graduate Council: 10-10-13

University Senate: \_\_\_\_\_

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

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

Contact Person: Michael Ann Williams, [michael.williams@wku.edu](mailto:michael.williams@wku.edu), 745-5898

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: FLK 785
- 1.2 Course title: Topics in Applied Folklore
- 1.3 Abbreviated course title: Topics in Applied Folklore
- 1.4 Credit hours and contact hours: 3 hours. May be repeated once for credit on different topic
- 1.5 Type of course: S
- 1.6 Prerequisites: Enrollment in Doctor of Professional Studies, Folklore Practice program
- 1.7 Course catalog listing: Topics of current interest in applied folklore. Content varies according to the instructor and needs of the students.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Course will allow doctoral level students to explore contemporary issues of concern within applied folklore.
- 2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers FLK 585 Topics in Folklore for MA level students.
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: Topics courses are common in other folklore graduate programs, but no other institution offers doctoral level topics courses solely focused on applied folklore.

**3. Discussion of proposed course:**

- 3.1 Course objectives: Specific course objectives will vary according to the specific topic addressed.
- 3.2 Content outline: Content will vary according to topic.
- 3.3 Student expectations and requirements: Students must attend class on a regular basis, participate, and complete all assignments, activities, and exams. They are expected to carry out specific projects that are related to the class and approved by the instructor.
- 3.4 Tentative texts and course materials: Texts will vary according to topic.

**4. Resources:**

- 4.1 Library resources: WKU has adequate resources for this course.
- 4.2 Computer resources: WKU has adequate resources for this course.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Additional staffing may be necessary as program enrollment grows. This course might also be taught by guest faculty with expertise in specific areas of applied folklore.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

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

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

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee 9/5/2013

Graduate Council 10-10-13

University Senate \_\_\_\_\_

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

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

Contact Person: Michael Ann Williams, [michael.williams@wku.edu](mailto:michael.williams@wku.edu), 745-5898

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: FLK 789
- 1.2 Course title: Practicum in Applied Folklore
- 1.3 Abbreviated course title: Practicum in Applied Folklore
- 1.4 Credit hours and contact hours: 1-6 credit hours, can be repeated up to six hours
- 1.5 Type of course: P
- 1.6 Prerequisites: Enrollment in doctoral program in Folklore Practice.
- 1.7 Course catalog listing: Supervised professional experience in Applied Folklore

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Supervised professional experience is an essential part of an advanced practice doctorate. Six credit hours of practicum experience will be a required course for the Doctorate of Professional Studies, Folklore Practice. Sites for practica will include the Kentucky Folklife Program, the American Folklore Society, and the American Folklife Center at the Library of Congress. Other sites will be developed according to the professional and geographical needs of the doctoral students.
- 2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers FLK 589 Internship for master's level students in Folk Studies.
- 2.4 Relationship of the proposed course to courses offered in other departments: Required internship or practica are typical of advanced practice doctorates. For example, at WKU Educational Leadership offers EDLD 798 Internship in Administration and Supervision.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This type of course is typical of courses offered in other advanced practice doctoral programs.

**3. Discussion of proposed course:**

- 3.1 Course objectives: Students completing FLK 789 will:
  - Demonstrate a knowledge of the organizational practice of the supervising agency and its relevance to applied folklore
  - Acquire professional skills and accomplishments relevant to their professional goals in applied folklore
  - Present a web-based summary of the skills and knowledge acquired in the practicum, emphasizing their relevance to applied folklore
- 3.2 Content outline: n/a
- 3.3 Student expectations and requirements: Student will be evaluated by practicum supervisor on work performance and professional quality. On completing the practicum, students will create a web-based portfolio summarizing professional skills and knowledge acquired.
- 3.4 Tentative texts and course materials: n/a

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Additional staffing may be necessary as program enrollment grows.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

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

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

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee 9/5/2013

Graduate Council 10-10-13

University Senate \_\_\_\_\_

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



Proposal Date: August 16, 2013

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

Contact Person: Michael Ann Williams, [michael.williams@wku.edu](mailto:michael.williams@wku.edu), 745-5898

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: FLK 799
- 1.2 Course title: Dissertation Research
- 1.3 Abbreviated course title: Dissertation Research
- 1.4 Credit hours and contact hours: 1-9 credit hours
- 1.5 Type of course: R
- 1.6 Prerequisites: Admission to candidacy to Doctor in Professional Studies, Folklore Practice program and completion of qualifying exams.
- 1.7 Course catalog listing: Research undertaken to complete requirements for Doctor of Folklore Practice

**2. Rationale:**

- 2.1 Reason for developing the proposed course: A dissertation will be required for the proposed Doctor of Folklore Practice
- 2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers FLK 599 Thesis Research and Writing for students in the M.A. program.
- 2.4 Relationship of the proposed course to courses offered in other departments: Educational Leadership offers EDLD 799 Dissertation Research which serves a similar purpose for their doctoral program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is typical of courses offered in other folklore programs for dissertation credit. Indiana University's Department of Folklore and Ethnomusicology offers F850 Dissertation/Research/Thesis Credits.

**3. Discussion of proposed course:**

- 3.1 Course objectives: The student will successfully complete and defend a work of original research in the area of applied folklore.
- 3.2 Content outline: n/a
- 3.3 Student expectations and requirements: Student will complete a work of original research in applied folklore.
- 3.4 Tentative texts and course materials: n/a

**4. Resources:**

- 4.1 Library resources: WKU library resources are adequate.
- 4.2 Computer resources: n/a

**5. Budget implications:**

- 5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Additional staffing may be necessary as program enrollment grows.
- 5.2 Special equipment needed: n/a
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

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

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

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee 9/5/2013

Graduate Council 10-10-13

University Senate \_\_\_\_\_

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

Proposal Date: August 16, 2013

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

Contact Person: Michael Ann Williams, [michael.williams@wku.edu](mailto:michael.williams@wku.edu), 745-5898

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: FLK 800
- 1.2 Course title: Maintain Matriculation
- 1.3 Abbreviated course title: Maintain Matriculation
- 1.4 Credit hours and contact hours: 1-3 credit hours
- 1.5 Type of course: M
- 1.6 Prerequisites: Completion of dissertation credit hours for Doctor of Professional Studies, Folklore Practice and advisor permission
- 1.7 Course catalog listing: Course enrollment requirement during completion of dissertation.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Students who have completed 9 hours of FLK 799 will be required to be enrolled in FLK 800 while actively completing their dissertations
- 2.2 Projected enrollment in the proposed course: 6-12 students (based on the projected enrollment in the early stages of the proposed doctoral program in Folklore Practice; enrollment is expected to grow as the program grows.) Projected enrollment figures are based on alumni survey, demographic statistics from the American Folklore Society, and interest in a doctorate expressed by prospective students and folklore professionals.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers FLK 600 Maintaining Matriculation for masters level students.
- 2.4 Relationship of the proposed course to courses offered in other departments: Educational Leadership offers EDLD 800 Maintain Matriculation which serves a similar purpose for their doctoral program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is typical of courses offered in other folklore programs for maintaining matriculation.

**3. Discussion of proposed course:**

- 3.1 Course objectives: n/a
- 3.2 Content outline: n/a
- 3.3 Student expectations and requirements: n/a
- 3.4 Tentative texts and course materials: n/a

**4. Resources:**

- 4.1 Library resources: n/a
- 4.2 Computer resources: n/a

**5. Budget implications:**

- 5.1 Proposed method of staffing: Based on the current rotation of faculty, there is sufficient staffing for this course. Additional staffing may be necessary as program enrollment grows.
- 5.2 Special equipment needed: n/a
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

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

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

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee 9/5/2013

Graduate Council 10-10-13

University Senate \_\_\_\_\_

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

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

Contact Person: Judy Rohrer, [judy.rohrer@wku.edu](mailto:judy.rohrer@wku.edu), x2093

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ICSR 530
- 1.2 Course title: Social Justice & Social Policy
- 1.3 Abbreviated course title: Social Justice & Social Policy
- 1.4 Credit hours: 3      Variable credit: No
- 1.5 Grade type: standard letter grading
- 1.6 Prerequisites/corequisites: Acceptance into the MA in Social Responsibility & Sustainable Communities, or permission of the instructor.
- 1.7 Course catalog listing: A study of the convergences and discontinuities between social justice and social policy using critical interdisciplinary theories.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** This course serves as a core course in the M.A. in Social Responsibility & Sustainable Communities (SRSC). It provides students with a way to examine the convergences and discontinuities between social justice principles and movements and social policy. It is interdisciplinary in scope, engaging political theory, social theory, citizenship, activism, critical legal theory, and social policy. The course enables students to consider the ways social policy reaches well beyond social services to questions of social/public health, redistribution, vulnerability, protection, and social justice. ICSR 530 will provide students with an opportunity to explore tensions between “welfare” and “wellbeing,” thus addressing one of the SRSC program objectives: “analyze the power relationships that historically surround social justice and how these may be changed or augmented to increase social equality and equity.” ICSR 530 will replace ECON 530 as a required core course; this is due in part to the needs of the faculty member’s department (Economics).
- 2.2 **Projected enrollment in the proposed course:** Based on current enrollment in the SRSC, the projected enrollment is 15.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** The course is one of six courses that function as core courses in the Master’s in Social Responsibility & Sustainable Communities. None of the other courses in the core curriculum focus on the intersections of policy and social justice, making this a clear necessity for a well-rounded curriculum.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** Social Work has a graduate course SWRK 530 Foundations in Social Welfare Policy (3 credits). This course is limited to MSW students unless special permission is obtained. It is focused on social welfare and policy with the intent of preparing professionals in the field of social work.

Political Science has a graduate course PS 545 Seminar in Public Policy Analysis (3 credits). This is a core required course for the MPA program and therefore constructed through the disciplinary lens of Political Science to focus on national and international policies and their relation to politics.

ICSR 530 will have a broader approach to social policy than either of the above courses, putting it in the context of social justice. It is expressly designed to meet the needs of student in the SRSC

Master's program. This course provides a unique opportunity for them to use critical interdisciplinary theories to analyze the relationship between policy and social justice.

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

Other institutions offer courses in social policy or public policy. Very few offer courses that examine the linkages between social policy and social justice. A review of offerings at our benchmark institutions reveals these similar courses:

- Ohio University MPA 5530 - Ethics and Public Policy

Examines the role that values play in the design and implementation of public policy. The course begins with a brief introduction to some of the most influential traditions in ethics: deontology, utilitarianism, virtue theory and care ethics.

- Ohio University POLS 5758 - Race and Public Policy in Comparative Perspective

Seeks to conceptualize, explore and explain the complex relationships between race and the creation, implementation and evaluation of public policy.

- Towson University WMST 611 - Women, Public Policy and Social Change

How public policy affects the experiences of women and men, and groups to which they belong. Includes study components of public policy-making, case studies of gender-related public policy, and methods of instituting change.

- University of Southern Mississippi SWK 606 - Social Justice and Social Policy

Examines the effects of social welfare policy, discrimination, and economic injustice and explores opportunities for advocacy and outgroup empowerment.

**3. Discussion of proposed course:**

**3.1 Schedule Type: S**

**3.2 Learning Outcomes:**

By the end of the course, students will be able to

- Analyze the ways that social policy and social justice interrelate;
- Critique social/public policy programs and processes by mobilizing tools of interdisciplinary critical analysis;
- Integrate theory and criticism in ways that illuminate questions that can move policy toward social transformation;
- Understand the complex, multiple, and intersecting impacts of social policy;
- Understand some of the methods used by social justice movements to influence social policy, and be able to analyze their contextual effectiveness;
- Develop their own positions and arguments, through research projects and discussion and reflection.

**3.3 Content outline:**

**I. What is social policy?**

- A. Traditional understandings
- B. Contemporary critical understandings

**II. Social Justice & Social Policy: Discontinuities**

Including one or more of the following:

- A. Case Studies
- B. In-depth analysis of one policy area
- C. Analysis of one constituency/social group across policy areas

**III. Social Justice & Social Policy: Continuities**

Including one or more of the following:

- A. Case Studies
- B. In-depth analysis of one policy area

C. Analysis of one constituency/social group across policy areas

3.4 **Student expectations and requirements:**

- Students will demonstrate their understanding of the positions and arguments of representative authors, in take-home and/or proctored exams.
- Students will respond regularly and with appropriate analytical depth in class discussions.
- Students will complete one or more research papers in which they demonstrate a mastery of the material and in which they apply their theoretical knowledge to real world problems.

3.5 **Tentative texts and course materials:** Readings may include such works as:

Alexander, Michelle. *The New Jim Crow : Mass Incarceration in the Age of Colorblindness*. New York, Jackson, Tenn.: New Press; Distributed by Perseus Distribution, 2010. Print.

Dowling, Julie A., and Jonathan Xavier Inda. *Governing Immigration through Crime : A Reader*. 2013. Print.

Incite! Women of Color Against Violence. *Color of Violence : The Incite! Anthology*. Cambridge, Mass.: South End Press, 2006. Print.

Loyd, Jenna M., Matt Mitchelson, and Andrew Burrige. *Beyond Walls and Cages : Prisons, Borders, and Global Crisis*. Geographies of Justice and Social Transformation. Athens: University of Georgia Press, 2012. Print.

Luibhéid, Eithne. *Entry Denied : Controlling Sexuality at the Border*. Minneapolis: University of Minnesota Press, 2002. Print.

Roberts, Dorothy. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage Books, 1997. Print.

Roberts, Dorothy E. *Shattered Bonds : The Color of Child Welfare*. New York: Basic Books, 2002. Print.

Smith, Andrea. *Conquest: Sexual Violence and American Indian Genocide*. Boston: South End Press, 2005. Print.

Spade, Dean. *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Brooklyn, NY: South End Press, 2011. Print.

Washington, Harriet A. *Medical Apartheid : The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. 1st pbk. ed. New York: Harlem Moon, 2006. Print.

Additional materials include films, videos, literature, music, podcasts, and art, as available on the internet.

4. **Resources:**

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

5. **Budget implications:**

- 5.1 Proposed method of staffing: Current WKU graduate faculty. A new faculty member in Diversity & Community Studies has been hired to teach in this area.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

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

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

Department of Diversity & Community Studies      September 17, 2013

University College Graduate Curriculum Committee      September 26, 2013

Graduate Council \_\_\_\_\_10-10-13\_\_\_\_\_

University Senate \_\_\_\_\_

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



**Potter College of Arts & Letters  
Department of Folk Studies & Anthropology  
Proposal to Create a New Major Program  
(Action Item)**

Contact Person: Michael Ann Williams, [michael.williams@wku.edu](mailto:michael.williams@wku.edu), 745-5898

**1. Identification of program:**

- 1.1 Program title: Folklore Practice
- 1.2 Degree Type: Doctor of Professional Studies, Folklore Practice
- 1.3 Classification of Instructional Program Code (CIP): 05.0209
- 1.4 Required hours in proposed major program: 63
- 1.5 Special information: This flexible program is designed to attract mid-career professionals who are already employed in areas of applied folklore as well as individuals with backgrounds in related applied fields (such as public health, education, museum work, archiving, and arts administration) who wish to combine their expertise with applied folklore. Individuals who have recently completed master's degrees in folklore or related fields may also be considered.
- 1.6 Program admission requirements: All applicants must submit a writing sample, a statement of intent, a resume, and three letters of reference and demonstrate a record of excellence in previous academic and/or professional work. An interview will be required prior to admission.
- 1.7 Catalog description: The program is a 63-hour advanced practice doctorate resulting in a Doctor of Professional Studies, Folklore Practice. Up to 30 hours of previous graduate work can be applied to the degree with approval of the graduate Folk Studies faculty. Students are required to complete the 18-hour doctoral core, 6 hours of practicum, 30 hours of electives, and a 9-hour doctoral dissertation. Practicum credit may be awarded for previous professional experience in applied folklore with approval of Folk Studies graduate faculty. Students entering the doctoral program without an MA in Folk Studies must complete the 18-hour MA core and pass a written preliminary exam.

**2. Rationale:**

- 2.1 Reason for developing the proposed major program:

The need for an advanced practice doctorate in folklore is supported by the fact that 45% of the membership of the American Folklore Society (according to the 2011 AFS Member Survey) is currently employed in the public-sector or other non-academic positions, although no doctoral programs in the discipline train students for this work. In fall 2012 a peer group of Folk Arts specialists at the National Assembly of State Arts Agencies identified the need for expanded training for folklorists in professional practice. The report advocated for the "development of highly comprehensive doctoral and masters programs, with revisioned graduate folklore curricula, fully integrating public folklore in a manner equivalent to training for clinical practice in clinical psychology programs that equip their graduates to practice their profession in a wide range of situations." (Baron 2012) The proposed doctoral program will address the currently unmet need of advanced training in folklore practice at the doctoral level.

Student interest in the field of folklore continues to grow. In the past five years (May 2008 to May 2013) membership in the American Folklore Society has grown overall 10.85%. Significantly, student membership in AFS during the same period has grown 23.37%, more than double the overall membership growth of the society as a whole. With the pioneer generation of applied folklorists now primarily of retirement age, the issue of leadership and succession has become critical within the field. In October 2012, a two-session workshop was held at the American Folklore Society's annual meeting designed to help public folklorists consider leadership development, succession planning, and transitions to, from and within public folklore practice. With the development of the new doctoral program, WKU is well positioned to provide a new generation of leaders for the field.

In past thirty years, job opportunities in the applied dimensions of the field have far outpaced new academic positions. Public folklore expanded significantly during a period when academic jobs in the humanities and social sciences declined. Many of the pioneer generation of public folklorists entered the field with a Ph.D., despite the fact that their graduate training neither addressed (nor sometimes even acknowledged) the applied dimensions of the discipline. As MA programs, such as WKU's Folk Studies program, addressed the need for training public folklorists, a growing number of younger public folklorists have only master's degrees. However, many positions still require a doctorate or more specialized training in some area of applied folklore and a number of mid-career public folklorists have expressed interest in further graduate work at the doctoral level.

Alumni of WKU's Folk Studies MA program strongly support the idea of a doctorate in applied folklore at the university. An alumni survey conducted in July, 2013, asked, "If a doctorate in applied folklore had been an option during your time at WKU, would you have been interested in pursuing such an advanced degree?," an overwhelming 86.11% of respondents answered "yes." Asked "If a doctoral program in applied folklore was created now at WKU would you consider applying and returning for such a degree?," an exact 50% of respondents answered "yes." In the comments section, of those who indicated that they would have considered a doctorate at WKU, but no longer would, the most common explanation was that they had already enrolled in a doctoral program or had completed a doctorate. As one respondent commented, "I never wanted to leave WKU, but I had no choice at the time. If I wasn't in the final stages of my dissertation at Penn State, I would return asap." Another, who answered positively about applying wrote, "My dream has been to get a doctorate from WKU Folk Studies Department."

Within the American Folklore Society, many believe that the gulf between folklorists employed in the academic realm and in the public sector is deep, despite the fact that most folklorists on both sides receive academically-based folklore training. A new trend in the field, however, is the increasing number of public folklore organizations now affiliated with universities, including programs in Oregon, Missouri, Wyoming, and Indiana. In 2012, the Kentucky Folklife Program, for two decades an interagency program of the Kentucky Historical Society and Kentucky Arts Council, found a new home at Western Kentucky University. The merger of academic and public programs increases the need for doctoral level training in applied folklore, so that applied folklorists may teach the new generation of public folklorists. While the proposed DFP is designed primarily to train folklorists working outside of academic realm, it would also be an ideal degree for those who wish to train other public folklorists.

Understanding the history and diverse dimensions of applied folklore is critical for comprehending the need for a new approach in advanced education in folklore. Academic folklore has existed as an area of intellectual study for almost two centuries. Even since the profession's earliest years, folklorists have explored the applied dimension of their discipline. However, applied folklore as a distinct area of employment has emerged primarily in the past forty years. The roots of "public folklore" lie in the federal employment of folklorists during the New Deal, as well as the emergence of the modern folk festival in the late 1920s and early 1930s. Three decades later, in the mid-1960s, folk arts were specifically included in the enabling legislation for the authorization of the National Endowments for the Arts and the Humanities. In 1974, the Folk Arts Program was established at the National Endowment for the Arts and, through its leadership, statewide folk arts programs were established across the nation. Folklorists have played leadership roles in both national endowments. During the 1990s, academically-trained folklorists headed both the National Endowment for the Humanities and the National Endowment for the Arts.

Two other national centers of public folklore emerged during the 1970s. In 1977 the Smithsonian Institution created Office of Folklife Programs. With the passage of the American Folklife Preservation Act in 1976, the American Folklife Center was established at the Library of Congress. In the 1980s and 90s the AFC especially worked to align the interests of public folklorists with preservationists and environmentalists under the umbrella term "cultural conservation." While public folklorists at the state level have often been employed through arts councils, or to a lesser extent, historical societies and state museums, in the past several decades, a growing number of private, non-profit organizations have been formed to serve regional and urban

folklore interests. These include the Western Folklife Center (1985), CityLore (1986), the Vermont Folklife Center (1984), Traditional Arts of Upstate New York (1986) and Philadelphia Folklore Project (1987).

Applied folklore is not, however, limited to public folklore. Folklorists have long demonstrated the usefulness of its discipline to other fields. For example, folklorists are employed at the Penn State College of Medicine and the Brown Medical School. As folklorists took the lead in the study of vernacular forms of architecture, an increasing number of folklorists took jobs in the field of historic preservation. Folklore and Education has emerged as an important sub-field of public folklore, especially with the creation of networks such as Local Learning, the National Network for Folk Arts in Education. American folklorists have also taken an increasingly active role in international efforts to safeguard traditional culture. The World Intellectual Property Organization (WIPO) is rapidly moving toward an international agreement for the protection of folklore and traditional cultural expression. The American Folklore Society is an NGO representative to UNESCO's General Assembly of the States Parties to the Convention for the Safeguarding of the Intangible Cultural Heritage. If the United States ratifies the UNESCO convention, the opportunities for public folklorists in the United States may dramatically multiply.

Although WKU's current MA program in Folk Studies attracts students both nationally and internationally, interest in the program from within Kentucky has been strong. Recent Kentucky students enrolled in the MA program hold undergraduate degrees from the University of Kentucky, University of Louisville, Centre College, Georgetown College, Lindsey Wilson College, Alice Lloyd College, Campbellsville University, and, of course, Western Kentucky University. In the 2011 member survey conducted by the American Folklore Society, Kentucky ranked among the top ten states in place of residence of members. Graduates of the Folk Studies program who have stayed within the Commonwealth have held positions at the Kentucky Folklife Program, Kentucky Arts Council, Kentucky Oral History Commission, Kentucky Historical Society, Kentucky Heritage Council, Kentucky Commission on Women, Shaker Museum at South Union, International Bluegrass Museum, Adsmore Museum, Kentucky Derby Museum, Louisville Metro Government, and Planning Commission of Nelson County.

Western Kentucky University has long led the profession in the training of applied folklorists. The MA program, established in the early 1970s, developed specialized tracks in both Public Folklore and Historic Preservation by the late 1970s. It remains the only program in the U.S. to have such areas of specialization. As the realm of applied folklore has grown and diversified, the need for training beyond the MA has become imperative. As the long-time leader of training in applied folklore in the discipline, it is logical and appropriate for WKU to develop the first doctoral program in the United States in Applied Folklore.

- 2.2 Projected enrollment in the proposed major program: 6-12, based on alumni interest, demographic information from the American Folklore Society and support expressed within the discipline. As the first advanced practice doctorate in folklore, the program has considerable ability to grow once a track record is established.
- 2.3 Relationship of the proposed major program to other programs now offered by the department: The MA in Folk Studies at Western Kentucky University was authorized in 1972 and soon developed individual tracks in both Public Folklore and Historic Preservation. WKU was the first academic program to specifically train students for public sector folklore and has long been a national leader in this area. The advanced practice doctorate will build on the considerable reputation of the existing MA program and the expertise of the existing faculty. WKU is already the "go-to" place for public folklore training and this new degree program will expand options for students without demanding a large influx of new resources from the university.
- 2.4 Relationship of the proposed major program to other university programs:  
The proposed doctoral program in Applied Folklore will enhance and extend the existing undergraduate folklore minor and the MA program in Folk Studies. It is expected that they will also serve as feeder programs for the doctoral program. Many mid-career professionals in public

folklore are graduates of WKU's MA program in Folk Studies and it is expected that a number of our doctoral students will come from our pool of alumni. The Folk Studies Program historically has had strong relationships with the programs in Journalism and in Anthropology and the MA program in Folk Studies often gets applicants with undergraduate degrees from these fields. The new doctoral program expects to continue to work collaboratively with these programs. Depending on the areas of interest and expertise of our incoming students, we also potentially plan to work with several other graduate level programs including, but not restricted to, Public Health, Education, Public Administration, and Social Responsibility and Sustainable Communities.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

The proposed program at Western Kentucky University would be the first advanced practice doctorate in the discipline of folklore in the United States. Other doctorates in folklore (Indiana University, Ohio State, Memorial University, University of Wisconsin) are PhD programs largely oriented to training students for university level teaching. Although some programs have individual courses that address issues in applied folklore, none specifically train students for applied work. WKU's proposed program will also advance original research in applied folklore. Few doctoral students in folklore currently pursue issues related to applied folklore in their dissertation research. A review of doctoral dissertations accepted by major folklore programs in the past ten years reveal that only 7.04% of these dissertations explicitly addressed issues in applied folklore.

2.6 Relationship of the proposed major program to the university mission and objectives:

The proposed advanced practice doctorate in applied folklore aligns closely with the WKU Mission Statement: **"Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach."** Applied folklorists work in both local and global arenas to enhance the quality of life of their constituents through stewardship, cultural sustainability, and public service. As a program geared toward mid-career professionals, the DFP will also provide lifelong learning and it will place WKU at the forefront of research on applied folklore. Applied folklore practice is inherently about social responsibility and the aim of the DPF is to create a new generation of leaders in the field.

Specifically the proposed program meets WKU's *Challenging the Spirit Action Plan, 2012-2013 to 2017-2018*, Strategic Goal 1, Foster Academic Excellence: Extend the Engaged Learning and Global Dimensions of the WKU Academic Experience; Reinforce WKU as a Destination of Choice for Students, Staff and Faculty. **"OBJECTIVE 1.4 PROMOTE RESEARCH, CREATIVE AND SCHOLARLY ACTIVITY BY FACULTY AND STUDENTS; strategy: Explore development of new professional degree programs, including Doctorate of Professional Studies (DPS) programs."** The DFP will add a new advanced practice doctorate to WKU's programs and will promote scholarship in the area of applied folklore.

The proposed program also aligns with the Kentucky Council on Postsecondary Education's 2011-2015 Strategic Agenda, Stronger By Degrees, especially under policy objective, "Research, Economic and Community Development." As this strategic agenda states, "Kentucky's postsecondary institutions will continue to advance social, artistic, cultural, and environmental progress through regional stewardship and embrace the value of the liberal arts. Postsecondary faculty and staff will educate future professionals, entrepreneurs, and citizens and upgrade the skills of current employees. An educated workforce and high quality of life will attract more educated people to the state, which in turn will lure prospective employers." The Doctorate of Folklore Practice will be especially geared to address **Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach. Applied folklorists work directly in the areas of**

**arts, cultural and environmental policy, and to enhance the quality of life through public service and outreach to communities.**

**3. Objectives of the proposed major program:**

The objectives of the Doctor of Professional Studies, Folklore Practice Program are as follows:

- Provide training in a critical area of growth in the discipline of folklore
- Prepare students for productive work in institutional settings related to applied folklore
- Enhance career opportunities for mid-career professionals through the enhancement of existing skills
- Encourage understanding of relationship between research and practice in the discipline of folklore
- Foster original research on dimensions of applied folklore
- Enhance collaborations between folklorists and other professionals in related applied work
- Support ethical and empathetic engagement with diverse communities and other constituencies

Learning outcomes:

Through engaging in original research on the applied dimensions of folklore and putting theory to practice in diverse work settings related to applied folklore, students completing the Doctor of Professional Studies, Folklore Practice will:

- Demonstrate leadership skills in applied folklore that prepares them to take leadership roles in the arena of applied folklore
- Apply critical understanding of the foundational concepts, history, and methodology of the discipline of folklore at the doctoral level
- Build effective collaborative relationships with communities based on mutual respect and the ethical standards of the profession (as outlined in the American Folklore Society's statement of ethics)
- Make demonstrable contributions to applied folklore through research which is project-based or examines best practices in the field.

**4. Program description:**

**4.1 Curriculum:**

The program of study is as follows:

Required doctoral core (18 hours):  FLK 772 Folklore and Public Practice* FLK 765 Leadership Seminar in Applied Folklore* FLK 778 Advanced Fieldwork and Research Methods* FLK 775 Activism and Politics in Applied Folklore* FLK 760 Public Policy and Cultural Heritage* FLK 785 Topics in Applied Folklore*
Practicum (6 hours)  FLK 789 Practicum in Applied Folklore*
Dissertation (9 hours)

FLK 799 Dissertation Research*
Electives (30 hours)
Selection of electives is based on an evaluation of the candidate's academic and professional background, as well as their professional objectives and will be chosen with advisor's approval. Students entering the doctoral program without an MA in Folk Studies must complete the MA core: FLK 569, 577, and 578, and three of the following: FLK 561, 571, 575, or 576 (or their equivalent from another institution).
Students entering doctoral program without an MA in folklore must pass a written preliminary exam after completing the MA core.
All doctoral students must pass an oral qualifying exam before admission to candidacy.

\*new courses

- 4.2 Accreditation, certification, approval, and/or licensure: n/a
- 4.3 Program delivery: Although the proposed doctorate will not be a 100% distance learning program, it is designed to accommodate working professionals. Courses in the doctoral core will be hybrid, combining face-to-face interaction with web-based learning and either video or audio-conferencing. Practica may be scheduled at a variety of worksites. As with our existing graduate curriculum, additional courses will be face-to-base scheduled as once a week afternoon or evening seminars to accommodate commuters and those with full-time employment.

## 5. Resources:

- 5.1 Faculty: Under the current course rotation, current staffing is adequate to meet the needs of this course. Should the program grow significantly as is expected, the department may need to request a new faculty line.
- 5.2 Technological and electronic informational resources (e.g., databases, e-journals): current technological and electronic information resources are adequate.
- 5.3 Facilities and equipment: Current facilities and equipment are adequate.

## 6. Proposed term for implementation: Fall 2014

## 7. Dates of prior committee approvals:

Folk Studies and Anthropology Department: 8/16/2013

Potter College Curriculum Committee 9/5/2013

Contact with Office of Academic Affairs  
re: CPE Posting 7/2/2013

Graduate Council 10-10-13

University Senate \_\_\_\_\_

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

Contact Person: Dr. Nancy Hulan, [nancy.hulan@wku.edu](mailto:nancy.hulan@wku.edu), 270-745-4324

**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:**

- Correction of a typographical error discovered in MAE-Literacy Education degree program Specialization component. Currently listed as ENG 596 Writing Project (3 hours). Correction needs to state ENG 597 Writing Project (3 hours).

**3. Detailed program description:**

<b>Current Program</b> <u>Master of Arts in Education – Literacy</u> (Reading Endorsement P-12)	<b>Proposed Program</b> <u>Master of Arts in Education – Literacy</u> (Reading Endorsement P-12)
<p>Master of Arts in Education: Literacy Education, Ref. #044</p> <p>Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program <a href="#">website</a>.</p> <p>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 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</p>	<p>Master of Arts in Education: Literacy Education, Ref. #044</p> <p>Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program <a href="#">website</a>.</p> <p>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 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</p>

<p>prior to October 1, 2002 must have a GAP score of 3500 or higher.</p> <p>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.</p> <p>Applicants must also achieve an Analytical Writing score of 3.5 or higher.</p> <p>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.</p> <p>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.</p> <p>Degree Requirements <i>Required Professional Education Component-21 hours</i></p> <p>LTCY 518 Literacy Education and technology (3 hours)</p> <p>LTCY 519 Foundations of Reading Instruction (3 hours)</p> <p>LTCY 520 Clinical Diagnosis of Reading Variability (3 hours)</p> <p>LTCY 521 Reading Intervention Practicum (3 hours)</p> <p>LTCY 524 Content Area Literacy (3 hours)</p> <p>LTCY 527 Literacy Learning &amp; Cultural Differences (3 hours)</p> <p>LTCY 528 Literacy Research Methods &amp; Evaluation (3 hours)</p> <p><i>Specialization Component-6 hours</i></p> <p>Choose one of the following (3 hours)</p> <p>LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours)</p> <p>LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p> <p>LTCY 695 Internship in Literacy Supervision (3 hours)</p> <p>Restricted Electives: Choose one of the following (3 hours)</p> <p>PSY 510 Advanced Educational Psychology (3 hours)</p>	<p>prior to October 1, 2002 must have a GAP score of 3500 or higher.</p> <p>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.</p> <p>Applicants must also achieve an Analytical Writing score of 3.5 or higher.</p> <p>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.</p> <p>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.</p> <p>Degree Requirements <i>Required Professional Education Component-21 hours</i></p> <p>LTCY 518 Literacy Education and technology (3 hours)</p> <p>LTCY 519 Foundations of Reading Instruction (3 hours)</p> <p>LTCY 520 Clinical Diagnosis of Reading Variability (3 hours)</p> <p>LTCY 521 Reading Intervention Practicum (3 hours)</p> <p>LTCY 524 Content Area Literacy (3 hours)</p> <p>LTCY 527 Literacy Learning &amp; Cultural Differences (3 hours)</p> <p>LTCY 528 Literacy Research Methods &amp; Evaluation (3 hours)</p> <p><i>Specialization Component-6 hours</i></p> <p>Choose one of the following (3 hours)</p> <p>LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3 hours)</p> <p>LTCY 624 Seminar in Literacy Issues and Trends (3 hours)</p> <p>LTCY 695 Internship in Literacy Supervision (3 hours)</p> <p>Restricted Electives: Choose one of the following (3 hours)</p> <p>PSY 510 Advanced Educational Psychology (3 hours)</p>
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<p>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 &amp; 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>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 <u>PRAXIS II</u> information and exam codes, please consult the Kentucky page of the Educational Testing Service (ETS) website: <a href="http://www.ets.org/praxis/ky/requirements">http://www.ets.org/praxis/ky/requirements</a>.</p>	<p>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 &amp; Issues (3 hours)  SEC 580 Curriculum (3 hours)  <b>ENG 597 Writing Project (3 hours)</b>  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>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 <u>PRAXIS II</u> information and exam codes, please consult the Kentucky page of the Educational Testing Service (ETS) website: <a href="http://www.ets.org/praxis/ky/requirements">http://www.ets.org/praxis/ky/requirements</a>.</p>
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**4. Rationale for the proposed program change:**

- There is a typographical error in the specialization component in a course listed in the MAE-Literacy Education degree program.

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

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

School of Teacher Education \_\_\_\_\_08/23/13\_\_\_\_\_

CEBS Curriculum Committee \_\_\_\_\_09/3/13\_\_\_\_\_

Professional Education Council \_\_\_\_\_09/11/13\_\_\_\_\_

Graduate Council \_\_\_\_\_10-10-13\_\_\_\_\_

University Senate \_\_\_\_\_

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

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of program:**

- 1.1 Current program reference number: 0010
- 1.2 Current program title: Educational Leadership (EDD)
- 1.3 Credit hours: 60 hours beyond the master's degree

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

Revise program admission policy with respect to GRE/GAP scores and additional requirements for international students.

**3. Detailed program description:**

Current admission policy	Proposed admission policy
<p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate's application file, which must include:</p> <ol style="list-style-type: none"> <li>1. Transcripts of all undergraduate and graduate course work</li> <li>2. Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</li> <li>3. Completed application</li> <li>4. Current (within 1 year of application deadline) resume or vita</li> <li>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</li> <li>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program</li> <li>7. Official GRE scores that meet the minimum</li> </ol>	<p>Admission Requirements Intended candidates for the degree are individuals who have completed at least a master's degree (or other appropriate graduate degree), have demonstrated leadership capacity within their organizational settings, and/or are committed to enhancing their abilities to learn and to enhance the educational missions of their organizations and communities.</p> <p>Program admission is based on a holistic evaluation of the candidate's application file, which must include:</p> <ol style="list-style-type: none"> <li>1. Transcripts of all undergraduate and graduate course work</li> <li>2. Documentation of a master's degree (or other graduate degree) from an institution accredited by a nationally recognized accreditation organization</li> <li>3. Completed application</li> <li>4. Current (within 1 year of application deadline) resume or vita</li> <li>5. An in-depth personal statement including qualifications, rationale, and goals related to pursuing the WKU Ed.D. program</li> <li>6. Three current (within 1 year of application deadline) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program</li> <li>7. Official GRE scores that meet the minimum</li> </ol>

<p>GRE and GAP* scores required for doctoral degrees as described in the WKU Graduate Catalog</p> <p>8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion</p> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> <li>1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS)</li> <li>2. Evidence of adequate financial resources</li> </ol> <p><i>*See explanation of GAP score calculation under “Admission Requirements” in the WKU Graduate Studies Catalog for more information.</i></p>	<p>GRE and GAP* scores for doctoral degrees as described in the WKU Graduate Catalog <b>are preferred. (Note: The WKU Ed.D. program uses the master’s or other graduate degree GPA for GAP calculation.)</b></p> <p>8. Submission of a writing sample if applicants took the GRE without the Analytical Writing portion <b>or if Analytic Writing score falls below preferred minimum</b></p> <p>International students are encouraged to apply and must submit the following additional documents for admission consideration:</p> <ol style="list-style-type: none"> <li>1. Evidence of ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL; a minimum of 88 on the iBT TOEFL, <del>or</del> a minimum of 7.0 on the IELTS; <b>or a degree from an institution with English as the language of instruction</b>)</li> <li>2. Evidence of adequate financial resources</li> </ol> <p><i>*See explanation of GAP score calculation under “Admission Requirements” in the WKU Graduate Studies Catalog for more information.</i></p>
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#### 4. Rationale for the proposed program change:

Proposed changes reflect minor adjustments to the Graduate School doctoral degree requirements to allow for a more holistic evaluation of Educational Leadership Doctoral Program applicants by the program’s admissions committee. The new note under point 7 of the admission policy is based on page 14 of the 2013-14 Graduate Catalog that states, “Because the calculated GAP score is a summation of the combined GRE scores and undergraduate (or graduate) grade point average...” The 2012-13 catalog was even more explicit that programs could choose to use graduate GPA for GAP calculation. The additional wording under point 1 of the international criteria is to make explicit an exception that the Graduate School admissions staff has been consistently granting.

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

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

EDD Leadership Council	<u>8-22-2013</u>
CEBS Curriculum Committee	<u>9-03-2013</u>
Professional Education Council	<u>9-11-2013</u>
Graduate Council	<u>10-10-13</u>
University Senate	_____

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

Contact Person: Fred Gibson, [fred.gibson@wku.edu](mailto:fred.gibson@wku.edu), 745-6021

**1. Identification of program:**

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

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

- Adding a Statement of Professional Intent as an additional admission requirement (conditional admissions requirements will remain the same).

**3. Detailed program description:**

<b>Current Admission Requirements</b>	<b>Proposed Admission Requirements</b>
<ul style="list-style-type: none"><li>• A bachelor's degree from an accredited college or university</li><li>• An official transcript from the college or university granting the baccalaureate degree</li><li>• A cumulative baccalaureate grade point average (GPA) of at least 2.5 on a 4.0 scale OR<ul style="list-style-type: none"><li>- A GPA of at least 2.75 on a 4.0 scale in the last 60 hours completed OR</li><li>- A GPA of at least 3.0 in the major content area on a 4.0 scale</li></ul></li></ul>	<ul style="list-style-type: none"><li>• A bachelor's degree from an accredited college or university</li><li>• An official transcript from the college or university granting the baccalaureate degree</li><li>• A cumulative baccalaureate grade point average (GPA) of at least 2.5 on a 4.0 scale OR<ul style="list-style-type: none"><li>- A GPA of at least 2.75 on a 4.0 scale in the last 60 hours completed OR</li><li>- A GPA of at least 3.0 in the major content area on a 4.0 scale<ul style="list-style-type: none"><li>• <b>A Statement of Professional Intent (which adheres to the following guidelines):</b><ul style="list-style-type: none"><li>- Statement should provide a sample of applicant's writing style and ability. It should be 2-3 double-spaced pages in length and is expected to be well organized, clearly written, and error free. It should include an introduction, responses to the three questions listed below, and a conclusion:<ol style="list-style-type: none"><li>1) Why do you want to pursue this degree?</li><li>2) What related qualifications and/or experiences do you bring to the program?</li><li>3) What are your career goals after completing the program?</li></ol></li><li>- Statements should be emailed to <a href="mailto:graduate.studies@wku.edu">graduate.studies@wku.edu</a></li></ul></li></ul></li></ul></li></ul>

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

- The RSA Program is committed to admitting students demonstrating graduate level writing skills. Statements of Professional Intent will provide insight into candidates' ability to express their intentions and qualifications. These writing samples will assist RSA program coordinators with admission decisions.

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

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

KRS Department: 8/21/2013

CHHS Graduate Curriculum Committee 9/16/2013

Graduate Council 10-10-13

University Senate

**University College  
Department of Diversity & Community Studies  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Jane Olmsted, [jane.olmsted@wku.edu](mailto:jane.olmsted@wku.edu), x5787

**1. Identification of program:**

- 1.1 Current program reference number: 0448
- 1.2 Current program title: MA Social Responsibility & Sustainable Communities
- 1.3 Credit hours: 33

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

- Replace ECON 530 with ICSR 530

**3. Detailed program description\*:**

**\*The following is provided as a model for presenting program revision information.**

Current Program	Proposed Program
The Master of Arts in Social Responsibility & Sustainable Communities is an interdisciplinary program of study that provides students with the tools to lead communities toward social justice and sustainability. It is designed especially for students inclined toward the humanities, social sciences, and related fields. Students take a core set of courses that provide interdisciplinary grounding in social justice and sustainability, <b>economic and policy issues</b> , leadership issues, community-building, and community-based research. Students may focus their elective courses on environmental sustainability, women's & gender studies, intergenerational studies, or other issues—depending on their interests, on availability of courses, and in consultation with their advisor. Students in the MA in Social Responsibility & Sustainable Communities will cultivate the skills and knowledge necessary to be economic, political, and social change agents for more just and sustainable communities.	The Master of Arts in Social Responsibility & Sustainable Communities is an interdisciplinary program of study that provides students with the tools to lead communities toward social justice and sustainability. It is designed especially for students inclined toward the humanities, social sciences, and related fields. Students take a core set of courses that provide interdisciplinary grounding in social justice and sustainability, <b>social</b> policy issues, leadership issues, community-building, and community-based research. Students may focus their elective courses on environmental sustainability, women's & gender studies, intergenerational studies, or other issues—depending on their interests, on availability of courses, and in consultation with their advisor. Students in the MA in Social Responsibility & Sustainable Communities will cultivate the skills and knowledge necessary to be economic, political, and social change agents for more just and sustainable communities.

Current Program				Proposed Program			
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
ICSR	510	Perspectives on Social Justice	3	ICSR	510	Perspectives on Social Justice	3
ICSR	520	Community-Based Research	3	ICSR	520	Community-Based Research	3
<b>ECON</b>	<b>530</b>	<b>Economic Policy</b>	<b>3</b>	<b>ICSR</b>	<b>530</b>	<b>Social Policy</b>	<b>3</b>
ICSR	540	Community-Building for Sustainability	3	ICSR	540	Community-Building for Sustainability	3
LEAD	500	Effective Leadership Studies	3	LEAD	500	Effective Leadership Studies	3
ICSR	590	Sustainability Symposium	3	ICSR	590	Sustainability Symposium	3
TOTALS		Credit Hours	18	TOTALS		Credit Hours	18

**4. Rationale for the proposed program change:** ECON 530 was initially designed to fulfill a need in the program; however, after working with two cohorts we feel the appropriate course should focus on social policy and not only economic, though economic factors will remain relevant. A second reason is that the department has hired a new faculty member, one of whose specialties is social policy. Moving the required course to within-load for a departmental faculty member will ensure the course can be offered. ECON 530 can no longer be offered by the initial course proposer due to its being an ongoing overload.

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

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

Department of Diversity & Community Studies      September 17, 2013

University College Graduate Curriculum Committee      September 26, 2013

Graduate Council      10-10-13

University Senate      \_\_\_\_\_

**Potter College of Arts & Letters  
Department of Folk Studies & Anthropology  
Proposal to Create a New Academic Degree Type  
(Action Item)**

Contact Person: Michael Ann Williams, [michael.williams@wku.edu](mailto:michael.williams@wku.edu), 745-5898

**1 Identification of Academic Degree Type:**

- 1.1 Academic degree type name: Doctor of Professional Studies
- 1.2 Standard degree type abbreviation: DPS
- 1.3 Catalog description of academic degree type: The **Doctor of Professional Studies (DPS)** degree is a practice-oriented degree aimed at professionals with substantive experience in their respective fields, experiences which will inform and leverage learning, positioning learners to assume significant leadership roles in their professions. This degree emphasizes real world experiences and generally involves linkages with veteran practitioners in their fields.

**2 Rationale:**

- 2.1 Reason for developing the proposed academic degree type: The Doctoral of Professional Studies is a terminal degree awarded in fields as diverse as medicine, biotechnology, business, spatial science, and Library Studies. It focuses on the advancement of the professional through enhanced knowledge and the application of research and experiences that respond to the rapidly changing professional environment. In this sense, the DPS can be understood as helping students focus on the application of research knowledge in the professional world, rather than on the production of knowledge itself. As WKU focuses to a greater extent on cultivating advanced research agendas for students, and then sending those students into the professional world, a degree beyond the traditional BA, MA, BS, or MS has become more critical to ensuring their professional success. Several WKU disciplines have expressed the need for an advanced practice-oriented doctoral program; the DPS will allow WKU to combine students' and faculty research agenda with the professional needs of the students.
- 2.2 Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field: Between 2008 and 2011 the number of first professional doctoral degrees awarded increased by 6%, while at the same time the research doctoral degrees awarded decreased by 9%, according to Integrated Postsecondary Education Data System (IPEDS). The increase in first professional doctoral degrees demonstrates the need for this type of practice-oriented credential. (For individual subject rationale, see 2.6)
- 2.3 List other universities in Kentucky and in other states (including programs at benchmark institutions) offering this academic degree type: No Kentucky public higher education institution or WKU Benchmarks offer the DPS. The DPS or DProf is offered at Syracuse University, Pace University, and extensively in other countries. Of the WKU Benchmarks one offers the MPS (Middle Tennessee State University). Several institutions in TN offer the MPS (East Tennessee State University, Middle Tennessee State University, and University of Memphis). Cornell and Towson University also offer the MPS. See appendix A for descriptions of these programs.
- 2.4 Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor(s), and/or the Department of Education: The U.S. Department of Education defines the professional practice doctorate in the Integrated Postsecondary Education Data System (IPEDS): "Doctor's degree – professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years."



- 2.5 Relationship of the proposed degree type to other academic degree types now offered by the university: WKU currently offers the EdD, DNP and DPT which are practice-oriented doctoral degrees.
- 2.6 Current WKU major(s) qualifying for this degree type: The Department of Folk Studies and Anthropology in Potter College of Arts and Letters are proposing a DPS in Folklore Practice. A professional doctorate in folklore is supported by the fact that 45% of the membership of the American Folklore Society (according to a 2011 membership survey) is currently employed in the public-sector or other non-academic positions, although no doctoral programs in the discipline currently train students for this work. Recently a peer group of Folk Arts specialists at the National Assembly of State Arts Agencies recommended the need for expanded training for folklorists in professional practice. Western Kentucky University has long led the way nationally for training public folklorists at the M.A. level and is well-positioned to expand to a DPS degree.

A report from the network of state folk arts program directors argues for a sustained ongoing relationship between academic programs and public folklorists. "This would all be for the benefit of folklore as a profession more fully engaged in credentialing practicing professionals, facilitate greater seamlessness between the academic and the public sector and strengthen the intellectual foundations and rigor of public folklore work while enlarging the arenas of scholarship and teaching for folklore graduate faculty." Through the DPS degree, students would be better prepared to practice folklore in settings outside the academy, including arts administration, folk arts and education, cultural resource management and the safeguarding of intangible cultural heritage. With the relocation of the statewide folk arts program to Western Kentucky University in 2012, the Folk Studies program has already begun to work toward a greater collaboration with public practice within the profession.

A professional doctorate in Folk Studies would serve mid-career professionals who have already been involved in some aspect of public folklore but feel the need for a great level of grounding in theories of practice. The program would also be open to individuals who hold an MA in the discipline, but who desire further study oriented to professional practice of folklore. Students who do not possess extensive applied experience would be required to complete a residency program as part of the degree work. The Department of Folk Studies and Anthropology will work closely with the American Folklore Society and other professional networks in designing a curriculum that is flexible enough to serve the needs of profession.

- 2.7 Projected number of annual graduates in the proposed degree type: In Folk Studies, six students are projected to graduate annually, although it is anticipated that demand will rise for the degree once the program is instituted.

**3 Proposed term for implementation: Fall 2014**

**4 Dates of prior committee approvals:**

Folk Studies and Anthropology Department:	<u>1/25/2013</u>
Potter College Curriculum Committee	<u>3/7/2013</u>
Consultation with CPE through Provost's Office	<u>1/22/2013</u>
Graduate Council	<u>10-10-13</u>
University Senate	<u></u>
Board of Regents	<u></u>

**Attachment: Degree Inventory Form**

Proposal Date: 8/19/13

**College of Health and Human Services  
Department of Kinesiology, Recreation & Sport  
Proposal to Create a Temporary Course  
Information Item**

Contact Person: Scott Lyons, [scott.lyons@wku.edu](mailto:scott.lyons@wku.edu), 745.6035

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: KIN 518
- 1.2 Course title: Advanced Statistics in Kinesiology
- 1.3 Abbreviated course title: Adv Statistics in Kinesiology  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Schedule type: Lecture
- 1.6 Prerequisites/corequisites: Graduate standing, acceptance into the Kinesiology graduate program
- 1.7 Grade type:   x   standard letter grade        pass/fail        in progress (IP)
- 1.8 Course description: Study and application of statistical techniques commonly used in kinesiology research. Includes regression modeling, single and multi factor analysis of variance, and repeated measures designs

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: This course is designed to build on the knowledge acquired in KIN 501 and KIN 515 (Research Methods & Advanced Measurement and Evaluation). Following KIN 501 and KIN 515 (generally taken in the first semester of graduate school), students have an underlying theoretical foundation of the research and evaluative process. However, many students do not possess the statistical competencies necessary to carry out a complete analysis of data from a study conducted in the Exercise Physiology laboratory. This course would serve to bridge that gap in their knowledge. Pending the popularity of this temporary offering, as well as its effectiveness in accomplishing the above objectives, a proposal may be submitted requesting that this course be offered permanently.
- 2.2 Relationship of the proposed course to courses offered in other academic units: This course is similar to the courses listed below in that it will provide in depth instruction on statistical analysis related to concepts within a specific field. Whereas the courses listed below are statistics courses with direct application to mathematics, sociology, and psychology, this course will provide instruction on statistical procedures and analysis specific to the field of kinesiology.  
MATH 502 Introduction to Probability and Statistics II  
SOCL 514 Advanced Social Statistics  
PSY 513 Advanced Statistical Analysis

**3. Description of proposed course**

- 3.1 Course content outline:
  - Review of basic statistical concepts
  - Sampling and sampling distributions

- Hypothesis testing
- Student t-tests
- Correlation
- Regression modeling
- Linear regression models
- Estimation of the parameters in linear regression models
- Testing for significance of regression
- Tests on individual regression on the individual regression coefficients
- Multiple regression modeling
- Confidence intervals in multiple regression
- Analysis of variance
- Analysis of the fixed effects model
- Decomposition of the total sum of squares
- Analysis of the random effects model
- Two-factor factorial with random factors
- Two factor mixed model
- Repeated measures design

3.2 Tentative text: Montgomery, DC. Design and Analysis of Experiments. John Wiley & Sons, Inc.  
New York, NY

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

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

**5. Term of Implementation: Spring 2014**

**6. Dates of review/approvals:**

Department of Kinesiology, Recreation & Sport  
 Dean, College of Health and Human Services

*Barry A. Langer* 8/20/13  
*Charles Kelley* 8/20/13

## Office of the Registrar

## COURSE INVENTORY FORM

RECEIVED

SEP 17 2013

College of Health  
& Human Services

Check One

☐

Create New Course

☒

Temporary Course Offering

1. Has this course previously been offered on a temporary basis? ☐ Yes ☒ No If yes, indicate the term offered
2. Subject Area KIN Course Number 518 Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) ADV STATISTICS IN KINESIOLOGY
3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230) 201410
4. Official Course Title ADVANCED STATISTICS IN KINESIOLOGY
5. Offering Unit (See Table of Code Values.) College HH Department PHY
6. Credit Hours Fixed Credit Hours: 3.00 Variable Credit Hours
7. Repeat Limit (See instructions.) 0 Total Maximum Hours (See instructions.) 3.00
8. Grading (Check all that apply.) ☒ Standard Letter Grading ☐ Pass/Fail Only ☐ No Grade  
☐ In Progress - IP (Course is intended to span more than one term.)
9. Schedule Type (See Table of Schedule Types.) ☒ ☐ ☐
10. Corequisites (courses required to be taken concurrently with this course)
- | Subject Area         | Course Number        | Subject Area         | Course Number        | Subject Area         | Course Number        |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)
- | Subject Area         | Course Number        | Subject Area         | Course Number        | Subject Area         | Course Number        |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
12. Prerequisites (See instructions.)
- | Subject Area         | Course Number        | Subject Area         | Course Number        | Subject Area         | Course Number        |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
- ☐ Other
13. Course Attribute ☐ Honors Course ☐ Developmental Course
14. Course Restrictions ☒ Include/☐ Exclude College HH College  Major KIN Major  Classification
15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)  
Study and application of statistical techniques commonly used in kinesiology research. Includes regression modeling, single and multi factor analysis of variance, and repeated measures designs.

16. Approvals for Temporary Course Only:

 Department Head  
 College Dean  
 Graduate Dean  
 Provost Office

*Brie A. Lamm*  
*D. S. Keller*  
*for off*  
*Duke*

 Date: 9/17/13  
 Date: 9/17/13  
 Date: 9/12/13  
 Date: 9/18/13

Office of the Registrar Use

UCC

University Senate

CIP

Course Desc

Graduate Council

Provost

Banner Data

Evaluate

September 2012

Proposal Date:

**College Name**  
**Department Name**  
**Proposal to Create a Temporary Course**  
**(Information Item for First Offering. Action Item for Second Offering)**

Contact Person: Dr. Brian Goff, [brian.goff@wku.edu](mailto:brian.goff@wku.edu), 745-3855

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ECON 507
- 1.2 Course title: Data Methods in Economics
- 1.3 Abbreviated course title: Data Methods in Economics  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Schedule type: A/L
- 1.6 Prerequisites/corequisites: ECON 465 or ECON 465G and ECON 506 or Consent of the Instructor
- 1.7 Grade type:   X   standard letter grade        pass/fail        in progress (IP)
- 1.8 Course description:

Students will learn how to import/export data in variety formats into SAS and other statistical software, use real-time data from the internet, automate data import/export tasks, create summary reports from data with publication-quality graphics, construct data queries from multiple data sources using multiple conditions, create interactive digital graphs. Students will study application of econometric techniques in variety of environments. Some of the examples of such applications include using Limited Dependent Variables for credit scoring, Monte Carlo simulations for financial planning, Survival Model analysis for credit default modeling.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: Insufficient time to complete the new course approval process
- 2.2 Relationship of the proposed course to courses offered in other academic units:

Although there are several data-oriented graduate courses taught at WKU (EDFN 603 Qualitative Research in Education, EDLD 722 Measurement and Survey Methods for Educational Leaders, PSY 505 Statistical Software for Behavioral Scientists, AGRI 491G Data Analysis/Interpretation, SOCL 514 Advanced Social Statistics, CS 565 Data Mining Techniques and Tools), the proposed course is unique relative to other offerings. The topics covered in this course are specific to economic analysis and modeling. The course would offer complementary data skills to students with foundation statistical and programming skills in areas such as Business, Public Health or Education.



**3. Description of proposed course**

**3.1 Course content outline:**

Content outline:

A. Data Issues in Econometric Applications

a. Introduction to Common Software and Programming Languages: SAS, Stata, Gauss, R, SQL

b. Accessing Microeconomic Data from Large Databases

c. Data Cleaning

d. Data Mining

e. Data Visualization

B. Advanced Econometric Methods in SAS and Other Software

a. Panel Data Applications

b. Spatial Data Applications

c. Survival Model Applications

d. Monte Carlo Simulations

e. Limited Dependent Variable Model Applications

**3.2 Tentative text(s):**

Delwiche, Laura and Susan Slaughter (2008), The Little SAS Book: A Primer, SAS Institute; 4th edition.

Mitchell, Michael (2010) Data Management Using Stata: A Practical Handbook, Stata Press, 1st edition.

**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: Spring 2014 (201410)**

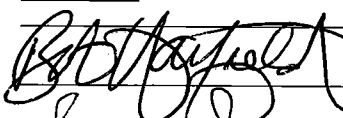

**6. Dates of review/approvals:**

Department of ECONOMICS

Dean, Gordon Ford College of Business

Provost Office

8/27/2013

 8/30/13  
 9/22/13

**LIBRARY RESOURCES, page 1 of 2**  
**Revised April 2008**

**Date:** August 15, 2013

**Proposed Course Name and Number:** Data Methods in Economics, Econ 507

**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.**

Delwiche, Laura and Susan Slaughter (2008), *The Little SAS Book: A Primer*, SAS Institute; 4th edition.

Mitchell, Michael (2010) *Data Management Using Stata: A Practical Handbook*, Stata Press, 1st edition.

SAS Institute (2012), *Getting Started with SAS Enterprise Miner 12.1*, SAS Institute.

Schreier, Howard (2008), *PROC SQL by Example: Using SQL within SAS*, SAS Institute.

Slaughter, Susan and Laura Delwiche (2010), *The Little SAS Book for Enterprise Guide 4.2*, SAS Institute; 1st edition.

Teetor, Paul (2011), *R Cookbook (O'Reilly Cookbooks)*, O'Reilly Cookbooks.

**II. Key journal titles needed/recommended:**

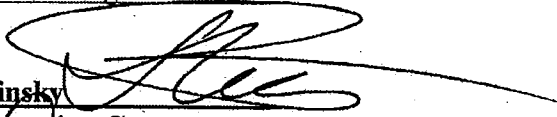
**LIBRARY RESOURCES, page 2 of 2**

**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](http://www.wku.edu/Library/dlps/lia_dept.htm)

**Questions or problems?**

Contact Jack Montgomery, [jack.montgomery@wku.edu](mailto:jack.montgomery@wku.edu) Coordinator, Collection Services  
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>

  
\_\_\_\_\_  
**Alex Lebedinsky**  
**Faculty Member Proposing Course**

  
\_\_\_\_\_  
**Liaison Librarian**

  
\_\_\_\_\_  
**Coordinator, Collection Services**



## Office of the Registrar

## COURSE INVENTORY FORM

Check One

☐

Create New Course

☒

Temporary Course Offering

1. Has this course previously been offered on a temporary basis? ☐ Yes ☒ No If yes, indicate the term offered
2. Subject Area ECON Course Number 507 Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) DATA METHODS IN ECONOMICS
3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230) 201410
4. Official Course Title DATA METHODS IN ECONOMICS
5. Offering Unit (See Table of Code Values.) College BU Department ECON
6. Credit Hours Fixed Credit Hours: 3.00 Variable Credit Hours
7. Repeat Limit (See instructions.) 0 Total Maximum Hours (See instructions.)
8. Grading (Check all that apply.) ☒ Standard Letter Grading ☐ Pass/Fail Only ☐ No Grade  
☐ In Progress – IP (Course is intended to span more than one term.)
9. Schedule Type (See Table of Schedule Types.) ☒ A ☒ L ☐
10. Corequisites (courses required to be taken concurrently with this course)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number
11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number
12. Prerequisites (See instructions.)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number  
ECON 465 OR ECON 465G AND ECON 506  
OR Other Consent of Instructor
13. Course Attribute ☐ Honors Course ☐ Developmental Course
14. Course Restrictions ☐ Include ☐ Exclude College  College  Major  Major  Classification
15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)  
Students will learn how to import/export data in variety formats into SAS and other statistical software, use real-time data from the internet, automate data import/export tasks, create summary reports from data with publication-quality graphics, construct data queries from multiple data sources using multiple conditions, create interactive digital graphs. Students will study application of econometric techniques in variety of environments.
16. Approvals for Temporary Course Only:  
Department Head Cathy Gray Date 8/30/13  
College Dean Bob Haggard Date 8/30/13  
Graduate Dean Paul R. Date 9/23/13  
Provost Office Janice Date 9/22/13

September 2012

Proposal Date: August 19, 2013

**Potter College  
Department of Philosophy and Religion  
Proposal to Create a Temporary Course  
Information Item**

Contact Person: Eric Bain-Selbo, [eric.bain-selbo@wku.edu](mailto:eric.bain-selbo@wku.edu), 5-5744

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: RELS 600
- 1.2 Course title: MAINTAIN MATRICULATION
- 1.3 Abbreviated course title: MAINTAIN MATRICULATION  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1
- 1.5 Schedule type: M
- 1.6 Prerequisites/corequisites:
- 1.7 Grade type: \_\_\_\_ standard letter grade \_\_\_\_ pass/fail \_\_\_\_ in progress (IP) X NO GRADE
- 1.8 Course description:

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: We neglected to create such a course when we implemented the program Fall semester 2011. We need this course for our students who are finishing up their theses or final projects and already have completed all other course work.
- 2.2 Relationship of the proposed course to courses offered in other academic units: This course is very similar to other such courses in other graduate programs across the WKU campus. Two good examples are ENG 600 and HIST 600.

**3. Description of proposed course**

- 3.1 Course content outline: N/A
- 3.2 Tentative text(s): N/A

**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: 201330**

**6. Dates of review/approvals:**

Department of Philosophy and Religion

Dean, Potter College \_\_\_\_\_

August 19, 2013

\_\_\_\_\_  
**4 September, 2013**  
\_\_\_\_\_

## Office of the Registrar

## COURSE INVENTORY FORM

Check One

☐

Create New Course

☒

Temporary Course Offering

1. Has this course previously been offered on a temporary basis? ☐ Yes ☒ No If yes, indicate the term offered
2. Subject Area RELS Course Number 600 Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) MAINTAIN MATRICULATION
3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230) 201330
4. Official Course Title MAINTAIN MATRICULATION
5. Offering Unit (See Table of Code Values.) College AR Department PHIL
6. Credit Hours Fixed Credit Hours: 1.00 Variable Credit Hours
7. Repeat Limit (See instructions.)  Total Maximum Hours (See instructions.)
8. Grading (Check all that apply.) ☐ Standard Letter Grading ☐ Pass/Fail Only ☒ No Grade  
☐ In Progress - IP (Course is intended to span more than one term.)
9. Schedule Type (See Table of Schedule Types.) ☒ ☐ ☐
10. Corequisites (courses required to be taken concurrently with this course)  

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)  

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Prerequisites (See instructions.)  

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

☐ Other
3. Course Attribute ☐ Honors Course ☐ Developmental Course
4. Course Restrictions ☐ Include/ ☐ Exclude College  College  Major  Major  Classification
5. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)

5. Approvals for Temporary Course Only:

 Department Head  
 College Dean  
 Graduate Dean  
 Provost Office

*Erin Bain-Selbo*  
*Andrew McElhiney*  
*Chris [unclear]*  
*[unclear]*

 Date 8/19/13  
 Date 9/13/13  
 Date 9/13/13  
 Date 9/18/13

Office of the Registrar Use

 UCC \_\_\_\_\_ University Senate \_\_\_\_\_ CIP \_\_\_\_\_ Course Desc \_\_\_\_\_  
 Graduate Council \_\_\_\_\_ Provost \_\_\_\_\_ Banner Data \_\_\_\_\_ Evaluate \_\_\_\_\_

Proposal Date: October 1, 2013

**Potter College of Arts and Letters  
History Department  
Proposal to Create a Temporary Course  
(Information Item)**

Contact Person: Marko Dumančić, [marko.dumancic@wku.edu](mailto:marko.dumancic@wku.edu), 202-997-9979

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: HIST 538
- 1.2 Course title: Topics in Russian History
- 1.3 Abbreviated course title: Topics in Russian History
- 1.4 Credit hours: 3, repeatable to 6 for different topics.
- 1.5 Schedule type: S
- 1.6 Prerequisites/corequisites: None
- 1.7 Grade type: X standard letter grade \_\_\_\_ pass/fail \_\_\_\_ in progress (IP)
- 1.8 Course description: The topics on Russian history could include: USSR's Long Cold War; Stalinism; Russian Empire in Comparative Perspective; Environmental Disasters in the USSR; and Red Spring: 1960s in the USSR and East Bloc.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis:  
Since the department aims to offer this course in Spring 2014, there is insufficient time to complete the new course approval process and accommodate timely registration.
- 2.2 Relationship of the proposed course to courses offered in other academic units:  
Currently, the history department graduate program does not offer courses on Russian history. This listing would enable graduate students with a concentration in Modern Europe to satisfy course requirements for this field. This course would also be of value to students interested in the analytical category of empire and students with a concentration in US history because of the emphasis on U.S.-Russia relations.

**3. Description of proposed course**

3.1 Course content outline

For Example: Russia in Global Perspective

This course aims to introduce graduate students to the history of Russia through an international perspective. To achieve this, the course focuses on three interrelated aspects of Russia's historical evolution. First, the course will introduce the concept of empire and demonstrate the ways in which Russia developed as a multi-ethnic, land-based contiguous empire. Second, in addition to characterizing Russia as an imperial entity that profoundly shaped the fate of ethnic, religious, and social groups living on its territories, the course also reflects on Russia as an international actor during both Imperial and Soviet eras. In particular, the course will showcase the ways in which Russia's participation affected the course and outcomes of major historical events, such as the

Napoleonic Wars, World War I, and the Cold War. Naturally, the material selected will emphasize how the Russian ideology changed in the process of imperial expansion/interaction with both its subjects and other international actors. The final component of the course will demonstrate how Russia rejected, adapted, and internalized ideas and trends originating outside its borders, allowing students to understand Russian within a global framework.

- I. Russia As Empire, 1500-1917
  - a. Early Modern Expansion and “Internal Colonization,” 1500-1800
  - b. Russia Engages Europe and Asia, 1500-1800
  - c. Russia and Turning Points in European History, 1800-1917
    - i. Napoleonic Wars
    - ii. WWI
- II. Communism as a Global Ideology, 1917-1939
  - a. Origins of Russian Revolution and Civil War
  - b. Stalinism as Reflection of International Trends
  - c. The Fate of Communism outside of the USSR
- III. The Soviet Empire and Ethnic Politics of Communism, 1917-1939
  - a. Central Asia
  - b. The Caucasus
- IV. The Cold War and the Collapse of the Soviet Empire, 1939-1991
  - a. Origins of the Cold War
  - b. USSR and US Cold War Strategies Compared
  - c. Dynamics of Soviet Foreign Policy After Stalin
  - d. Gorbachev, the Idea of the West, and the Collapse of USSR

### 3.2 Tentative text(s)

1. Cynthia Whitaker, *Russia Engages the World, 1453-1825* (Cambridge, MA: Harvard University Press, 2003).
2. Jane Burbank, *Empires in World History: Power and the Politics of Difference* (Princeton: Princeton University Press, 2011).
3. Michael Khodarkovsky, *Russia's Steppe Frontier: The Making of a Colonial Empire, 1500-1800* (Bloomington: Indiana University Press, 2004).
4. Sean McMeekin, *The Russian Origins of the First World War* (Cambridge, MA: Belknap Press, 2013).
5. Archie Brown, *The Rise and Fall of Communism* (New York: Harper Collins, 2009).
6. Katerina Clark, Moscow, *The Fourth Rome: Stalinism, Cosmopolitanism, and the Evolution of Soviet Culture, 1931-1941* (Cambridge, MA: Harvard University Press, 2011).
7. Michael David Fox, *Showcasing the Great Experiment: Cultural Diplomacy and Western Visitors to the Soviet Union, 1921-1941* (Oxford: Oxford UP, 2011).
8. Francine Hirsch, *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union* (Ithaca: Cornell University Press, 2005).
9. Ralph B. Levering (ed.) *Debating the Origins of the Cold War: American and Russian Perspectives* (New York: Rowman & Littlefield, 2002).
10. David S. Foglesong, *The American Mission and the 'Evil Empire': The Crusade for a 'Free Russia' since 1881* (Cambridge, MA: Cambridge UP, 2007).

11. Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (Oxford: Oxford UP, 2013).
12. Jeremi Suri, *Power and Protest: Global Revolution and the Rise of Détente* (Cambridge, MA: Harvard University Press, 2005).
13. Robert English, *Russia and the Idea of the West* (New York: Columbia UP, 2000).

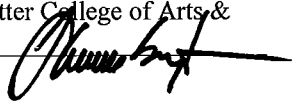
**4. Second offering of a temporary course (if applicable)**

- 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: Spring 2014**

**6. Dates of review/approvals:**

Department of History  
Dean, Potter College of Arts &  
Letters



1 October 2013

4 October 2013