

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

DATE: October 2014

FROM: The Graduate School

The Graduate Council submits the following items from the **October 9, 2014** meeting for consideration.

### **Consent Items:**

- I. Delete a Course
  - PSY 410G Psychology of Learning
  - AMS 505 Architectural Design Studio
- II. Revise Course Prerequisites/Corequisites
  - PSY 562 Practicum in Psychological Assessment
- III. Revise Course Catalog Listing
  - PSY 541 Professional Issues and Ethics in Psychology
  - PSY 592 Psychology Internship
  - GEOS 510 Geoscience Research Topics
  - GEOS 595 Geoscience Practicum

### **Action Items:**

- I. Revise a Course
  - PSY 560 Assessment of Cognitive and Intellectual Functioning
  - LEAD 440G Leading Teams
  - LEAD 450G Global Leadership
- II. Create a New Course
  - SLP 580 Clinical Observation
  - HIST 612 Seminar in Modern Europe, 1750-Present
  - ENG 507 Introduction to Creative Writing Studies
  - ENG 512 Reading as a Writer
  - ENG 515 Internship
  - GEOS 539 Seminar in Atmospheric Modeling
- III. Revise a Program
  - 072 MS in Geoscience
  - 132 Endorsement: Director of Special Education
- IV. Create a New Academic Degree Type
  - Master of Fine Arts
- V. Create a New Degree Program
  - Master of Fine Arts in Creative Writing
- VI. Create a New Program
  - MSD Certification-Only

# Office of the Registrar

## COURSE INVENTORY FORM

Check One

☐

Suspend Course

☒

Delete Course

☐

Reactivate Suspended Course

- Subject Area** **Course Number** **Course Title**  
**PSY** **410G** **PSYCHOLOGY OF LEARNING**
- Effective Term for Course Suspension, Deletion, or Reactivation** (e.g. Spring 2012=201210, Fall 2012=201230) **201510**
- Offering Unit** (See Table of Code Values.) College **ED** Department **PSY**

### General Instructions

The University Course Inventory is updated and maintained by the Office of the Registrar. The purpose of this form is to provide data necessary for deleting, suspending, or reactivating suspended courses from the inventory. The form will be prepared by the originating department and accompany course materials submitted to the Undergraduate Curriculum Committee (UCC) or Graduate Council for action. Following approval by the UCC or Graduate Council, University Senate, and Provost, course information will be entered into the Banner student information system.

### Question 3 Table of Code Values

#### AR Arts & Letters

99AR	Interdisciplinary/Undeclared
ART	Art
COMM	Communication
ENG	English
FLKA	Folk Studies and Anthropology
GOVT	Political Science
HIST	History
INT	International Programs
JOUR	School of Journalism and Broadcasting
MLNG	Modern Languages
MUS	Music
PHIL	Philosophy and Religion
SOCL	Sociology
THEA	Theatre and Dance

#### BU Gordon Ford College of Business

99BU	Interdisciplinary/Undeclared
ACCT	Accounting
BA	Business Administration
CIS	Computer Information Systems
ECON	Economics
FIN	Finance
MGT	Management
MKT	Marketing and Sales

#### ED Education & Behavioral Sciences

99ED	Interdisciplinary/Undeclared
CNSA	Counseling and Student Affairs
EALR	Educational Adm., Leadership and Research
MIL	Military Science
PSY	Psychology
TCH	School of Teacher Education

#### EX Exploratory Studies

ACAD	Academic Advising and Retention
ND	Non Degree

#### HH Health & Human Services

99HH	Interdisciplinary/Undeclared
ALHL	Allied Health
CD	Communication Sciences and Disorders
CFS	Family and Consumer Sciences
NURS	School of Nursing
PHY	Kinesiology, Recreation, and Sport
PUBH	Public Health
SWRK	Social Work

#### IS University College

99IS	Dean's Office
AS	Academic Support
DCS	Diversity and Community Studies
GS	Liberal Arts and Sciences
HON	Honors Academy
PRST	School of Professional Studies

#### SC Science & Engineering

99SC	Interdisciplinary/Undeclared
AGRI	Agriculture
AMS	Architectural and Manufacturing Sciences
BIOL	Biology
CHEM	Chemistry
CS	Computer Science
ENGR	Engineering
GEO	Geography and Geology
MATH	Mathematics
PHYA	Physics and Astronomy

Office of the Registrar Use

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

Graduate Council \_\_\_\_\_ Provost \_\_\_\_\_ Banner Data \_\_\_\_\_

# Office of the Registrar

## COURSE INVENTORY FORM

Check One

☐

Suspend Course

☒

Delete Course

☐

Reactivate Suspended Course

- Subject Area** **Course Number** **Course Title**  

AMS

505

ARCHITECTURAL DESIGN STUDIO
- Effective Term for Course Suspension, Deletion, or Reactivation** (e.g. Spring 2012=201210, Fall 2012=201230) 

201430
- Offering Unit** (See Table of Code Values.) College 

SC

 Department 

AMS

### General Instructions

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EALR	Educational Adm., Leadership and Research
MIL	Military Science
PSY	Psychology
TCH	School of Teacher Education

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SWRK	Social Work

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DCS	Diversity and Community Studies
GS	Liberal Arts and Sciences
HON	Honors Academy
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AGRI	Agriculture
AMS	Architectural and Manufacturing Sciences
BIOL	Biology
CHEM	Chemistry
CS	Computer Science
ENGR	Engineering
GEO	Geography and Geology
MATH	Mathematics
PHYA	Physics and Astronomy

Office of the Registrar Use

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

Graduate Council \_\_\_\_\_ Provost \_\_\_\_\_ Banner Data \_\_\_\_\_

## Office of the Registrar

## COURSE INVENTORY FORM

☒ Course Revisions

**Note: If course revision affects subject area, course number, or course title, complete both #1 and #2, and any other proposed changes.**

**If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.**

1. Identification of Existing Course Existing Subject Area PSY  
Existing Course Number 562  
Existing Course Title PRACTICUM IN PSYCHOLOGICAL ASSESSMENT
2. Identification of Proposed Course Proposed Subject Area   
Proposed Course Number   
Proposed Official Course Title   
Proposed Abbreviated Title
3. First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230) 201530
4. Offering Unit (See Table of Code Values.) College ED Department PSY

**Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.**

- ☐ 5. Credit Hours Fixed Credit Hours:  Variable Credit Hours
- ☐ 6. Repeat Limit (See instructions.)  Total Maximum Hours (See instructions.)
- ☐ 7. 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)
- ☐ 8. Schedule Type (See Table of Schedule Types.)
- ☐ 9. Corequisites (courses required to be taken concurrently with this course)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number
- ☐ 10. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number
- ☒ 11. Prerequisites (See instructions.)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number
- ☐ Other Permission of instructor
- ☐ 12. Course Attribute ☐ Honors Course ☐ Developmental Course
- ☐ 13. Course Restrictions ☐ Include/☐ Exclude College  College  Major  Major  Classification
- ☐ 14. 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.)

Office of the Registrar Use

UCC \_\_\_\_\_

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

CIP \_\_\_\_\_

Course Desc \_\_\_\_\_

Graduate Council \_\_\_\_\_

Provost \_\_\_\_\_

Banner Data \_\_\_\_\_

Evaluate \_\_\_\_\_

## Office of the Registrar

## COURSE INVENTORY FORM

☒ Course Revisions

**Note: If course revision affects subject area, course number, or course title, complete both #1 and #2, and any other proposed changes.**

**If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.**

1. Identification of Existing Course      Existing Subject Area PSY  
    Existing Course Number 541  
    Existing Course Title PROFESSIONAL ISSUES AND ETHICS IN PSYCHOLOGY
2. Identification of Proposed Course      Proposed Subject Area   
    Proposed Course Number   
    Proposed Official Course Title   
    Proposed Abbreviated Title
3. First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230) 201530
4. Offering Unit (See Table of Code Values.)      College ED      Department PSY

**Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.**

- ☐ 5. Credit Hours      Fixed Credit Hours:       Variable Credit Hours  ☐
- ☐ 6. Repeat Limit (See instructions.)  Total Maximum Hours (See instructions.)
- ☐ 7. 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)
- ☐ 8. Schedule Type (See Table of Schedule Types.)
- ☐ 9. 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"/> |
- ☐ 10. 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"/> |
- ☐ 11. 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
- ☐ 12. Course Attribute      ☐ Honors Course      ☐ Developmental Course
- ☐ 13. Course Restrictions      ☐ Include/ ☐ Exclude      College       College       Major       Major       Classification
- ☒ 14. 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.)  
Ethics codes, professional behaviors, and legal issues in applied psychology.

Office of the Registrar Use

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

## Office of the Registrar

**COURSE INVENTORY FORM**☒ **Course Revisions**

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**If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.**

1. **Identification of Existing Course** Existing Subject Area PSY  
 Existing Course Number 592  
 Existing Course Title PSYCHOLOGY INTERNSHIP
2. **Identification of Proposed Course** Proposed Subject Area   
 Proposed Course Number   
 Proposed Official Course Title   
 Proposed Abbreviated Title
3. **First effective term for course revision** (e.g. Spring 2012=201210, Fall 2012=201230) 201530
4. **Offering Unit** (See Table of Code Values.) College ED Department PSY

**Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.**

- ☐ 5. **Credit Hours** Fixed Credit Hours:  Variable Credit Hours  ☐
- ☐ 6. **Repeat Limit** (See instructions.)  **Total Maximum Hours** (See instructions.)
- ☐ 7. **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)
- ☐ 8. **Schedule Type** (See Table of Schedule Types.)
- ☐ 9. **Corequisites** (courses required to be taken **concurrently** with this course)  
 Subject Area Course Number Subject Area Course Number Subject Area Course Number
- ☐ 10. **Equivalent Courses** (Include South Campus [C suffix] courses and other equivalent courses.)  
 Subject Area Course Number Subject Area Course Number Subject Area Course Number
- ☐ 11. **Prerequisites** (See instructions.)  
 Subject Area Course Number Subject Area Course Number Subject Area Course Number  
       
☐ Other
- ☐ 12. **Course Attribute** ☐ Honors Course ☐ Developmental Course
- ☐ 13. **Course Restrictions** ☐ Include/☐ Exclude College  College  Major  Major  Classification
- ☒ 14. **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.)  
Permission of instructor. Applied supervised experiences for clinical and school psychologists. Students must meet  
minimum hour requirements as specified by the programs. Students are responsible for their own transportation to internship  
sites.

Office of the Registrar Use

UCC \_\_\_\_\_

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

CIP \_\_\_\_\_

Course Desc \_\_\_\_\_

Graduate Council \_\_\_\_\_

Provost \_\_\_\_\_

Banner Data \_\_\_\_\_

Evaluate \_\_\_\_\_

## Office of the Registrar

**COURSE INVENTORY FORM**☒ **Course Revisions**

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**If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.**

1. **Identification of Existing Course** Existing Subject Area GEOS  
Existing Course Number 510  
Existing Course Title GEOSCIENCE RESEARCH TOPICS
2. **Identification of Proposed Course** Proposed Subject Area   
Proposed Course Number   
Proposed Official Course Title   
Proposed Abbreviated Title
3. **First effective term for course revision** (e.g. Spring 2012=201210, Fall 2012=201230) 201510
4. **Offering Unit** (See Table of Code Values.) College SC Department GEO

**Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.**

- ☒ 5. **Credit Hours** Fixed Credit Hours:  Variable Credit Hours 1.00 TO 3.00
- ☒ 6. **Repeat Limit** (See instructions.) 5 **Total Maximum Hours** (See instructions.) 6.00
- ☐ 7. **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)
- ☐ 8. **Schedule Type** (See Table of Schedule Types.)
- ☐ 9. **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"/> |
- ☐ 10. **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"/> |
- ☐ 11. **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
- ☐ 12. **Course Attribute** ☐ Honors Course ☐ Developmental Course
- ☐ 13. **Course Restrictions** ☐ Include/☐ Exclude College  College  Major  Major  Classification
- ☐ 14. **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.)  
: Supervised independent research in applied or basic geoscience topics. A maximum of 6 hours can be applied to the program with advisor permission.

Office of the Registrar Use

UCC \_\_\_\_\_

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

CIP \_\_\_\_\_

Course Desc \_\_\_\_\_

Graduate Council \_\_\_\_\_

Provost \_\_\_\_\_

Banner Data \_\_\_\_\_

Evaluate \_\_\_\_\_

## Office of the Registrar

**COURSE INVENTORY FORM**☒ **Course Revisions**

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1. **Identification of Existing Course** Existing Subject Area GEOS  
Existing Course Number 595  
Existing Course Title GEOSCIENCE PRACTICUM
2. **Identification of Proposed Course** Proposed Subject Area   
Proposed Course Number   
Proposed Official Course Title   
Proposed Abbreviated Title
3. **First effective term for course revision** (e.g. Spring 2012=201210, Fall 2012=201230) 201510
4. **Offering Unit** (See Table of Code Values.) College SC Department GEO

**Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.**

- ☒ 5. **Credit Hours** Fixed Credit Hours:  Variable Credit Hours 3.00 TO 6.00
- ☒ 6. **Repeat Limit** (See instructions.) 1 **Total Maximum Hours** (See instructions.) 6.00
- ☐ 7. **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)
- ☐ 8. **Schedule Type** (See Table of Schedule Types.)
- ☐ 9. **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"/> |
- ☐ 10. **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"/> |
- ☐ 11. **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
- ☐ 12. **Course Attribute** ☐ Honors Course ☐ Developmental Course
- ☐ 13. **Course Restrictions** ☐ Include/☐ Exclude College  College  Major  Major  Classification
- ☒ 14. **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.)  
: Prerequisites: GEOS 500, 502 and 520. Supervised geoscience practicum experience in a cooperating government or private agency, business, or community. A maximum of 6 hours can be applied to the program with advisor permission

Office of the Registrar Use

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



## Office of the Registrar

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1. Identification of Existing Course Existing Subject Area PSY  
Existing Course Number 560  
Existing Course Title ASSESSMENT OF COGNITIVE AND INTELLECTUAL FUNCTIONING
2. Identification of Proposed Course Proposed Subject Area PSY  
Proposed Course Number 560  
Proposed Official Course Title ASSESSMENT OF INDIVIDUAL INTELLECTUAL FUNCTIONING: THEORIES AND ISSUES  
Proposed Abbreviated Title ASSESS INDIVID. INTELLIGENCE
3. First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230) 201530
4. Offering Unit (See Table of Code Values.) College ED Department PSY

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- ☐ 5. Credit Hours Fixed Credit Hours:  Variable Credit Hours
- ☐ 6. Repeat Limit (See instructions.)  Total Maximum Hours (See instructions.)
- ☐ 7. Grading (Check all that apply.) ☐ Standard Letter Grading ☐ Pass/Fail Only ☐ No Grade  
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- ☐ 13. Course Restrictions ☐ Include/ ☐ Exclude College  College  Major  Major  Classification
- ☒ 14. 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.)  
Prerequisite: Permission of instructor. Review of the theory and development of individually administered cognitive assessments used as basic tools in education and clinical diagnosis. Includes examination of issues in their use and interpretation.

Office of the Registrar Use

UCC \_\_\_\_\_

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

CIP \_\_\_\_\_

Course Desc \_\_\_\_\_

Graduate Council \_\_\_\_\_

Provost \_\_\_\_\_

Banner Data \_\_\_\_\_

Evaluate \_\_\_\_\_

**PSY 560**  
**Assessment of Individual Intellectual Functioning:**  
**Theories and Issues**

3 credit hours.

Western Kentucky University, Fall 2015

**Instructor Contact Information**

**Who is Your Instructor?** -----

**Phone. 5**-----

**E-mail.** ----

**Office Hours.** ----

**Catalog description.** Prerequisite: Permission of instructor. Review of the theory and development of individually administered cognitive assessments used as basic tools in education and clinical diagnosis. Includes examination of issues in their use and interpretation.

**What will I learn in the course?**

<b>Course Objectives</b>	<b>Activities by which you will learn the objectives</b>	<b>Assessment of the learning</b>	<b>Why Important?</b>
<b>Upon completion of this course you will be able to</b>			
<b>describe the theories, concepts, and individually administered tests for assessing intelligence</b>	<b>Course readings, class discussion</b>	<b>Exams, presentations, written products and presentation</b>	<b>These are the foundations of your practice into the future. There is nothing as practical as a good theory.</b>
<b>describe the familial and cultural variables that affect intellectual ability and school achievement</b>	<b>Course readings, class discussion</b>	<b>Exams, presentations, written products</b>	<b>Clinical practice involves interaction with the range of human conditions.</b>
<b>apply the strategies and guidelines for disabling conditions and discuss the challenges of these guidelines</b>	<b>Course readings, class discussion</b>	<b>Exams and presentation</b>	<b>You will be held accountable for ethically and legally implementing the guidelines.</b>
<b>discuss current social and legal issues and controversies in clinical and school</b>	<b>Course readings, class discussion</b>	<b>Exams, presentations, written products</b>	<b>You must be able to answer in a professional manner complex</b>

Course Objectives	Activities by which you will learn the objectives	Assessment of the learning	Why Important?
psychology.			questions from clients and others.

## Major Course Topics

**The purpose of PSY 560 is to provide students with the opportunity to obtain competency in the administration and interpretation of intellectual assessment devices. The ultimate goal is to train professionals in the skills needed for competent standardized test selection, administration, and interpretation; report writing; and evaluating psychometric instruments. This course will include a basic understanding of psychometric principles, an appreciation of test development, the history and role of assessment, models of intelligence, current social and legal issues in testing, assessment ethics, and report writing guidelines.**

## Why is this material important?

You will be more successful and happier in the course if you find a personally meaningful reason for the course material to be important to you. Some commonly stated reasons include,

- The act of intellectual assessment is a solid foundation for building other clinical skills. It trains you in observation, communication and clinical practice in a relatively safe and structured environment.
- Intellectual ability drives or limits many life activities. It is a major factor to consider when working with a client to achieve a goal. It will moderate what you do and how quickly you do it.
- Intellectual assessment is the “bread and butter” of clinical practice.
- It is something that is particularly attached to clinical psychologists of all mental health professions.
- It is fun to develop one's own theories and test them against the experts.
- What are your reasons for being interested in this material?

## What are the instructional methods for the course?

Your primary source of course content will be the textbooks in combination with assigned readings and in class activities. Multiple viewpoints give dimension to the material.

You will have the opportunity to test and deepen your understanding and raise questions through discussion in class and via activities provided within the course and the Blackboard site.

There will be graded exams and professional level products (presentations, written work). The exam content will primarily reflect the designated readings plus all the supporting activities.

## What do I need to do to succeed in this course?

**Meet the pre-existing expectations:** (Check off as completed.)

\_\_\_ Be curious about the role and function of intelligence, how it functions and how it is measured.

\_\_ Be aware that enrollment is not a guarantee that you will pass the course. I do want you to succeed by learning the material. Therefore the course grade is directly tied to learning the material to a professional level. If you can follow directions carefully, review effectively, recognize when you need to ask questions and when you need to struggle with the information, and meet deadlines then you should do fine.

\_\_ Understand that students earn points in the course from learning the material and displaying that learning on assigned tasks. **Points in the course do not belong to a student until they are earned.**

\_\_ Create a 3 ring binder for course materials

\_\_ Create an electronic folder on your computer or designate a specific area on a storage device (with backup copy) for course materials.

\_\_ Be wise. Plan a relaxation activity that takes about 20 minutes and is not inherently unhealthy (e.g., eating, drinking). Write your plan here:

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\_\_ Schedule with yourself 3 to 4 times weekly when you will work on the course. The first few weeks of classes there is heavy demand on Internet access starting about 2 and until supper time, say 5:00. Try other times.

\_\_ Re-evaluate in 2-3 weeks and adjust your scheduled times.

\_\_ Regularly do your reading and participate in course activities, especially the discussion board.

### **What you must do/ What I can't do**

- Learning comes from you engaging enough with the information to acquire understanding of relationship among ideas, not mere knowing. I won't digest the material for you (e.g., study guides) although I do give you many options to help you learn. If I hand the information to you, I handicap you. I'll happily answer questions because your formulating the question is part of your learning it. Questions can be over course content, how to learn more effectively, building confidence, setting goals—anything impacting the course. If you'll attempt to provide an answer along with the question that is fabulous—it is how you learn best (e.g., would I do this?).
- I'll expect you to have a system for keeping track of activities. I do provide a schedule of activities you may use as a checklist.
- You have to tell me if there are points of confusion for you.

### **Required Text and Materials**

Textbooks:

\_\_ Plucker, J. & Esping, A. (2013). *Intelligence 101*. NY: [Springer Pub](#). ISBN-13: 9780826111258.

\_\_ Kaufman, A. S. (2009). *IQ Testing 101*. NY: [Springer Pub](#). ISBN-13: 9780826106292

Your texts, along with many **assigned readings**, are necessary to pass the course. The books are available at the [WKU Store](http://www.wku.edu/wkustore/) (http://www.wku.edu/wkustore/ Or call 1-800-444-5155 or 270-745-2466). They are also available on Amazon and other online bookstores. I will provide

other readings or direct you to online sources for them as the semester unfolds. Prepare a folder to keep them in (either virtual or print).

## **What if I have a disability?**

### **The official university statement is:**

“In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DSU 2123 (Downing Student Union-temporary relocation) of the Student Success Center. The phone number is 270-745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”

### **How many points is each assignment worth?**

Grades are calculated from total points earned for the course using 10% cutoffs (e.g., 90% and above is an A, 80-89% is a B). (Grading is NOT done on a curve. Everyone in the class could earn an A. Everyone could earn a C or, I hope not, an F.) I will be using the traditional grading system (A, B, C, D, F).

100 points - Midterm

100 points - Final

100 points - 4 Take-home essays

100 points – Test Presentation

400 points - Total

## **What are the course activities?**

Activities are devised to aid you in learning the key material and concepts, including how to apply them.

### **A. Participation.**

#### ***Discussion.***

Participate in a substantial and meaningful manner that is respectful of your classmates and your future clients. To do so you must read the material and test your understanding by asking questions and trying to answer them.

The more you share and discuss, the more you will learn from and enjoy the class.

#### ***Behavior.***

I ask that everyone exercise a basic professional respect for one another in discussion and in course activities, understanding that a variety of opinions may be present. It is possible, even desirable, to disagree and raise challenging questions but to do so in a civil manner that is not personal or pejorative. This is accomplished by staying focused on the issue/content, not on the person and having the goal of understanding the material. Your model for discourse is “Meet

the Press” or Ellen Degeneres’s or Oprah’s interview style, not “The Howard Stern Show” or “American Idol.” It is possible and productive to disagree in a civil manner.

## **B. Exams.**

The purpose of exams in this course is to measure the depth and breadth of your knowledge of course material. This includes application of concepts to real world situations and interpretation of the implications of concepts.

Exam Type: Examinations will include multiple choice and essay questions and occasionally matching. The final exam will emphasize material since the midterm but will have some comprehensive items.

Students are responsible for all material associated with an exam and the course, that includes information presented in **the text as well as discussion and other sources. I will note when material is “suggested” or “optional” which means: “not directly tested on the exam but may provide an “ah-ha” experience that lets you understand the material better and do better on the exam.”**

**Exam Process:** Your work on your exams is to be your own.

## **C. Essays**

Four times you will be asked to write a paper about 3 pages in length but no longer. The essays are already posted so you can start a preparation file. The first 3 are to be your own work without input from others although you may start a general discussion during any class (not outside of class—the professors can’t talk to everyone individually) on topics closely related to the task. For the fourth I encourage students to gather after each has developed his or her case and then discuss the implications of each CHC element within those contexts.

You will use the SafeAssignment tool in Blackboard for submission. Early in the term when you are learning, please ask if you are unsure what to do. I expect the occasional difficulty and will work through it with you if you notify me promptly. I cannot accept print formats. Bring me or my GA a thumb drive and we’ll upload it together if you are having trouble.

## **D. Test Presentation**

You will have responsibility for a 15 minute (plus a few for questions) presentation on a test (other than those covered in 562) that measures some aspect of ability, preferably intellectual ability. It may reflect your CHC element or not. Each student must do a different measure. You will research the measure using library professional resources using core tools such as the Mental Measurement Yearbook. Part of your product will be a summary page that is shared with others in the class so that everyone has a resource packet. Another part will be a question on your measure that may be used for the final to be posted in the discussion board for all to see. More directions will be available later.

## **APA Style.**

Any written product is expected to conform to the standards set forth in the latest edition of the Publication Manual of the American Psychological Association **unless** my directions indicate otherwise. [The Son of Citation web site](http://citationmachine.net/index2.php) (<http://citationmachine.net/index2.php>) can be a help in formatting common resources. You have bought your manual haven't you?

Remember that the official format for submitting papers is Word [doc, docx](#) or [rtf](#). If you need help getting to a format I can read, call me when you are at your computer and we'll work through the options. Don't submit another format. It will be late.

## **E. Other Policies**

Students are expected to actually be the person they represent themselves as being on all work. If not, this is grounds for failing the course.

### ***What happens if bad weather, server outages, or the like interrupts the usual class activities?***

In the event of an emergency that results in missed courses (a technology breakdown, tornado, ice storm, hurricane, earthquake, etc.) continue to make reasonable independent efforts toward course completion as per the syllabus.

Arrange a back-up plan for Internet access in case your primary computer fails. WKU has labs for example. WKU tends to do maintenance tasks on the weekends so you may experience periodic outages. I'll tell you as soon as they tell me...which is usually shortly before.

Please avoid computer viruses by using virus checking software, avoiding e-mails with "humorous" attachments, and avoid using thumb drives or floppies that have been used on public machines. If you don't know the sender, don't open it.

Please avoid people viruses by washing your hands thoroughly. If (when) you get sick let me know \*by e-mail or phone\* and stay home unless there is an exam or presentation. Then consult with me on your status. The best way to get over it is rest and going to the doctor as soon as possible, which will be harder to do as the semester unfolds. If you feel you cannot rest, at least don't take anyone in the class with you. Sit away from others at least. Practice disease precautions.

### ***How do I recognize and avoid academically dishonest behavior?***

My past students have told me that the ethical lessons are the ones that have saved their careers and honed their judgment. When tempted they paused long enough to not do something and thus avoided humiliation, loss of jobs and even prison time. I consider training in academic honesty to be a significant part of your education. I know that most students won't cheat and I'm proud of you. I know it isn't easy to choose to do the right thing. I feel my end of that bargain is to supervise so that honest students don't suffer from those who aren't ethically mature.

## ***Plagiarism & Intellectual Property.***

Randomly selected and/or suspicious material, especially **including discussion board posts**, will be checked for plagiarism using the original document, plagiarism detection (text matching) software, search engines or copies of prior student projects. Again, I want students who are careful to be protected from those who are not.

Copying another person's work (in any form, including the textbook, images, Web pages, etc.) without giving credit is plagiarism.

Copying the exact words **and** giving credit is **still** plagiarism unless you indicate which words are yours and which words are the other persons' by means of quotation marks or other appropriate formatting as per APA style. Resorting to plagiarism/cheating conveys unhealthful messages to yourself about your competence and drive. When you have done the work, struggled to learn and accomplished it under your own steam, then you have a very precious gift—confidence in your own abilities to handle what comes and confidence in your own ethical code. In addition, and most importantly, you will be prepared to work with your clients in an honest and genuine manner.

**Do not duplicate more than three consecutive words including small words like "in". Rephrase any ideas into your own words.**

A copy machine can duplicate material. You are a scholar who must think about (rephrase) an idea to own it. Plagiarism will result in 0 points on the product and referral to Judicial Affairs with a resulting notation on your record.

I most often find students copying the author's words without using quotation marks. The most common reason given to me is that "the author expresses it better than I can." I already know what the author says. I want to hear what you say about it and I want you to have gone through the intellectual work of facing your understanding by finding those words. You are doing the paper to learn how to express yourself well so you can get the good things in life. You only learn that by climbing the mountain yourself. Rephrase, rephrase, rephrase.

## ***Intellectual Property.***

It is a common misconception that material on the Internet is free, that is true only of those items that have entered public domain (a long complicated subject), whose authors have permitted use through something called a Creative Commons license, or for certain educational uses. Regardless, for scholarship reasons the author should be credited. I expect you will use only material that is yours by right of creation unless you give proper credit (author, title, location) and indications (e.g., quotation marks). The plagiarism policy applies on the Internet too.

Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. You only purchase copies.) It is common to receive e-mails with amusing articles or other materials. Be



aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.

On the plus side, ideas cannot be copyrighted, so you can share the most important part information as long as it is in your own words or your interpretation.

### ***Blackboard Matters.***

- The Internet challenges notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Any posts you make or items shared are relatively protected by the Blackboard password but no one can guarantee privacy online. **Privacy for every student depends on the actions of each individual student--sharing your password with a friend or spouse is violating the privacy of your classmates. Maintain trust with them, don't share your password.** You may trust your spouse with your life, but your classmates do not know this person. It is also WKU policy that you not share access information.
- Disclosure: The course software I use enables me to know which students have logged in and where in the course site they have visited. The technology support people have access to information posted at the site.
- Course Security: In the event you use a public terminal (e.g., at work, in a computer lab or at a hotel or library) you need to **log off and completely close the browser software** when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser.

In Internet Explorer: Tools... Internet Options... General... middle section of Browsing History... Delete Files. It may take awhile if no one has done it before.

In Firefox: Tools...Options...Privacy...clear your recent history.

- Guard your password and change it regularly.
- Students sometimes want to discuss their grade via email. Email is NOT secure or private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through email without a legal signature from that student on a permission form. See end of the syllabus. The course software does provide a way for you to check your grade online. Sometimes, it is simply easier, faster, and clearer to use the phone. Ask what you need to ask. Just don't be surprised if I phone back.
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.
- **Special functions or Off-Campus Sites:** Students may need or choose to make trips to off-campus sites in partial fulfillment of the requirements of this course.

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*Most students are conscientious and responsible. Thank you, I do appreciate and notice your effort and courtesies to me and to your classmates.* I try to return the favor by providing a structure for course events and management of those who are less conscientious and by calling everyone to strive toward a higher level of behavior, personal and academic. The vast majority of the time we have a great, collaborative class with friendly, helpful interaction—a credit to us all and the reason we keep coming back to class.

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#### Web Site Syllabus:

All course information located on the Web sites, including policies, is subject to being changed until the first day of the semester. Check the date at the bottom of this document for currency.

"The above schedule and procedures in this course are subject to change in the event of extenuating circumstances" (Altman, 1989).

# OFFICE OF THE REGISTRAR

## COURSE INVENTORY FORM

### ☒ Course Revisions

**Note:** If course revision affects subject area, course number, or course title, complete both #1 and #2, and any other proposed changes.  
If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.

1. **Identification of Existing Course**

Existing Subject Area LEAD

Existing Course Number 440G

Existing Course Title LEADING TEAMS
2. **Identification of Proposed Course**

Proposed Subject Area LEAD

Proposed Course Number 540

Proposed Official Course Title LEADING TEAMS

Proposed Abbreviated Title LEADING TEAMS

3. **First effective term for course revision** (e.g. Spring 2012=201210, Fall 2012=201230)

4. **Offering Unit** (See Table of Code Values.) College  Department

**Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.**

- ☐ 5. **Credit Hours** Fixed Credit Hours:  Variable Credit Hours  ☐
- ☐ 6. **Repeat Limit** (See instructions.)  Total Maximum Hours (See instructions.)
- ☐ 7. **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)
- ☐ 8. **Schedule Type** (See Table of Schedule Types.) ☐ ☐ ☐
- ☐ 9. **Corequisites** (courses required to be taken concurrently with this course)
 

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>
- ☐ 10. **Equivalent Courses** (Include South Campus [C suffix] courses and other equivalent courses.)
 

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>
- ☐ 11. **Prerequisites** (See instructions.)
 

Subject Area	Course Number	Subject Area	Course Number	Subject Area	Course Number
<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>	<span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px;"></span>

☐ Other
- ☐ 12. **Course Attribute** ☐ Honors Course ☐ Developmental Course
- ☐ 13. **Course Restrictions** ☐ Include ☐ Exclude College ☐ College ☐ Major ☐ Major ☐ Classification ☐
- ☐ 14. **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.)

Office of the Registrar Use

UCC <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>	University Senate <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>	CIP <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>	Course Desc <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>
Graduate Council <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>	Provost <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>	Banner Data <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>	Evaluate <span style="border-bottom: 1px solid black; display: inline-block; width: 150px;"></span>

**LEAD 440/440G: Leading Teams - Web**  
**Spring 2015 - Syllabus**

3 Credit Hours

Western Kentucky University, Location

*This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course is actually offered. Please check before the class begins for the most up to date version. The text book requirements will not change from this version.*

**SYLLABUS LAST UPDATED:** September 12, 2014

**Course Language.** English

**Time Zone:** Central

**Instructor Information.**

John Baker, Ed.D.

Assistant Professor, Leadership Studies

Office: Tate Page Hall, Room 224

Phone: 745-5149

home: 270 782-0337

cell: 270 791-7874

fax: 270 745-5150

Email: [john.baker1@wku.edu](mailto:john.baker1@wku.edu)

Office hours: anytime - by appointment

The best way to contact me is by email.

**Dates of Class.** January 26 to May 8

**Course Learning Outcome** Students, at the conclusion of this course, will examine the issues impacting team members, team leadership, team relationships, problem solving strategies, and organizational environments.

**Undergraduate Learning Outcomes** Upon completion of the course students will be able to:

- (1) detect and understand effective team member behaviors;
- (2) identify issues impacting effective team relationships;
- (3) distinguish and examine effective team leadership;
- (4) analyze and develop problem solving strategies to enhance team performance;
- (5) identify and analyze the organizational environmental characteristic that impact teams.

**Graduate Learning Outcomes:**

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

**Accommodations.** Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please do not request accommodations directly from the professor or instructor without a letter of accommodations from the Office of Student Disability Services.

**Successful on line learning.** Successful on line students are self-directed and mature as learners. They are methodical in doing assignments and in checking the course website. They are willing and even eager to participate in on-line discussions.

On-line learners should NOT expect to be learning in isolation. The more students share and discuss on-line, the more each student will enjoy the class. Students should interact almost daily, either with the instructor or with other students. If the on-line student desires, face-to-face or telephone meetings are possible.

**Overview.** This course consists of 28 lessons (corresponding to a typical Tuesday/Thursday class schedule). Please pay close attention to the syllabus and document titled, ***Work Schedule*** (an Excel spreadsheet), and do all the homework required for the lesson. All documents for this course exist in the ***Course Documents*** section of Blackboard. All assignments are due **by midnight of the assignment day. Students may submit assignments late but will incur a late penalty of 10% for the late assignment.**

Prior to beginning the course, students must review leadership theories, approaches, and concepts and demonstrate proficiency in understanding these aspects of leadership. A short review is available in the ***Course Documents*** section, in a folder titled, ***Pretest Folder***. Please open the folder and follow the instruction to review leadership theories, approaches and concepts; gain an overview of this course; then demonstrate proficiency in understanding these leadership aspects by passing (at least 70%) a pretest (the link to take the pretest is in the Pretest Folder). You may take the pretest as many times as necessary to meet the standard.

**Required Texts.**

1. *When Teams Work Best* by Frank LaFasto and Carl Larson (2001), Sage Publishing, ISBN 978-0-7619-2366-4. Approximate cost is \$40, but used copies exist for less than \$20.

2. *Group Dynamics for Teams*, 3d Edition, by Daniel Levi (2011), Sage Publishing, ISBN 978-1-4129-7762-3. Approximate cost is \$55, used copies exist.

We will read both books with the LaFasto and Larson text serving as the primary text and the Levi text providing additional, supporting information.

Graduate students will receive additional articles to read and are responsible for leading discussions within their teams on the discussion board.

**Course Software Standards.** The course software standards are Word for word processing, PowerPoint to view presentations, Excel for spreadsheets and Adobe Acrobat for viewing PDF files. Students can download a free copy of Adobe Acrobat at <http://www.adobe.com/uk/products/acrobat/readstep2.html>. Students **must** have these software packages to submit assignments and view course materials.

**Other References.** The Course Documents contain all the needed course materials and guidance (except the text book). ***This syllabus and the Work Schedule are extremely valuable to students- please study these documents!*** The Syllabus exists in the "Course Documents" section of Blackboard as well as posted to TOPNET.

### Grading.

- Performance on discussion board questions	130
- Performance on homework assignments	200
- Team DISC reflection paper	50
- Midterm	150
- Individual research paper	200
- Team research paper	150
- Final exam	150
<b>Total Points:</b>	<b>1030</b>

**Graduate Students:** Individual research paper is worth 150 points, the team research paper is worth 100 points. Graduate students will submit a five to seven page paper on an organizational team leadership topic that ties into both their individual and team research papers; this paper is worth 100 points.

The letter grade for the course will be based on 1030-900=A, 899-800=B, 799-700=C, 699-650 = D and less than 650 = F.

### Class Policy.

**General.** The student needs to be able to use E-mail and access the Internet reliably and on an everyday basis. Students must check their **WKU email account daily**. **The only email address used in this course is the WKU email.** Occasionally technical or other problems may occur; students should not hesitate to contact the instructor or email assignments to include Blackboard discussion

questions. Another good source of technical assistance is the WKU IT Help Desk, phone (270) 745-7000.

**Blackboard.** Blackboard serves as the primary means to conduct this course - please visit [Blackboard \(http://ecourses.wku.edu/\)](http://ecourses.wku.edu/). Students may want to bookmark/add to Favorites--students constantly access Blackboard consistently throughout this course. Visit the above URL, read the instructions and select Login. Once logged in students will see a list of all courses that they are enrolled that are also using Blackboard. Select "Leading Teams – Spring 2014" to enter LEAD 440.

**Discussion Board Questions.** Each discussion question is worth 10 points; with 13 discussion board questions (some class, some team) the total possible points for discussion questions is 130 points. Student earn 8 of 10 points by answering the question correctly (mainly, justify your answer) then providing an illustration of your answer (an example of what you are discussing). To obtain the other two points, students must comment on at least one other student posting to that discussion question. Online discussion is generally looser and more free-flowing than face-to-face. Students should exercise a basic respect for one another and not engage into derogatory arguments. Although free-flowing and somewhat informal, students **MUST use correct grammar, spelling, and punctuation during the postings.**

**Homework Assignments.** Homework assignments consist of case study analyses, self-assessments, team assessments, and other short assignments outlined in the *Work Schedule*. Homework assignments are worth 20 points each for a total of 200 points.

**Individual Research Paper.** Students will conduct research on a chosen topic from a list provided by the instructor. The research will consist of at least five primary sources and a paper consisting of eight pages *of text* in APA format. Detailed guidance on the individual research paper exists in a document titled *Individual Research Paper* found in the *Course Documents* section of Blackboard.

**Team Research Paper.** Each team will conduct research and produce a team research paper on an analysis of a college or professional sports team. Detailed guidance on the team research paper exists in a document titled *Team Research Paper* found in the *Course Documents* section of Blackboard.

**Individual Performance.** Honesty and integrity are utmost for an effective relationship. Students MUST treat each other with respect and dignity and to understand that different is not wrong, it is just different.

**Learning Center.** The Learning Center (TLC) (located in the Academic Advising and Retention Center, DUC-A330). Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help. TLC tutors in most major undergraduate subjects and course levels throughout the week. To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DUC A330. Log on to TLC's website at [www.wku.edu/tlc](http://www.wku.edu/tlc) to find out more.

**Cheating and Plagiarism.** To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a very serious offense and not tolerated. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To

copy content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Works submitted for any other class is also not acceptable. Assignments that have been plagiarized receive a grade of "F" and could result in a student failing the course. The instructor may check student work by using plagiarism software. Please refer to "academic offenses" section of the WKU Student Handbook: [http://www.wku.edu/judicialaffairs/2004-05Handbook/12\\_AcademicOffenses.pdf](http://www.wku.edu/judicialaffairs/2004-05Handbook/12_AcademicOffenses.pdf) for more details.

**Incompletes.** A grader of "X" (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the professor. A grader of "X" received by an undergraduate student will automatically become an "F" unless removed within twelve weeks of the next full term (summer term excluded). Incompletes must be pre-approved by your instructor.

**Privacy Matters.** The Internet may change or challenge notions of what is private and what is not. The instructor prefers to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password but no one can guarantee privacy on-line. Part of the privacy for every student depends on the actions of each individual student.

- The course software used enables the instructor to know which students have logged in, where in the course site they have visited, and how long they have stayed. The technology support people have access to information posted at the site.
- Course Security: When using a public terminal (say at a hotel or library) completely close the browser software when finished. This will prevent another person from accessing the course using a student's identification, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard passwords and change from the one assigned at the start of the term. (Go to Student Tools).
- Students sometimes want to discuss their grade via e-mail. E-mail is NOT secure or private. If an individual student requests his/her grade, the instructor can not legally send to that student his/her grade through e-mail without a legal signature from that student on a permission form. (An instructor may e-mail the typical group listing with obscured names.)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

**Intellectual Property.** It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the students by right of creation unless the student gives proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. People only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus.



On the plus side, ideas cannot be copyrighted. Students can share the most important part of a website as long as it is in the student's own words or interpretation. **The instructor decides the outcome of any loopholes in these rules.**

# OFFICE OF THE REGISTRAR

## COURSE INVENTORY FORM

### ☒ Course Revisions

**Note: If course revision affects subject area, course number, or course title, complete both #1 and #2, and any other proposed changes.**  
**If course revision does not affect subject area, course number, or course title, complete #1, and any proposed changes ONLY.**

1.	<b>Identification of Existing Course</b>	Existing Subject Area	<div style="border: 1px solid black; padding: 2px;">LEAD</div>
		Existing Course Number	<div style="border: 1px solid black; padding: 2px;">450G</div>
		Existing Course Title	<div style="border: 1px solid black; padding: 2px;">GLOBAL LEADERSHIP</div>
2.	<b>Identification of Proposed Course</b>	Proposed Subject Area	<div style="border: 1px solid black; padding: 2px;">LEAD</div>
		Proposed Course Number	<div style="border: 1px solid black; padding: 2px;">550</div>
		Proposed Official Course Title	<div style="border: 1px solid black; padding: 2px;">GLOBAL LEADERSHIP</div>
		Proposed Abbreviated Title	<div style="border: 1px solid black; padding: 2px;">GLOBAL LEADERSHIP</div>
3.	First effective term for course revision (e.g. Spring 2012=201210, Fall 2012=201230)		<div style="border: 1px solid black; width: 40px; height: 15px;"></div>
4.	Offering Unit (See Table of Code Values.)	College	<div style="border: 1px solid black; width: 20px; height: 15px;"></div> Department <div style="border: 1px solid black; width: 30px; height: 15px;"></div>

**Course Revisions: Check box at left and complete only those items that are being changed. Leave other items blank.**

<input type="checkbox"/>	5. Credit Hours	Fixed Credit Hours: <div style="border: 1px solid black; width: 30px; height: 15px;"></div>	Variable Credit Hours <div style="border: 1px solid black; width: 30px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 30px; height: 15px;"></div>
<input type="checkbox"/>	6. Repeat Limit (See instructions.)	<div style="border: 1px solid black; width: 40px; height: 15px;"></div> Total Maximum Hours (See instructions.)	<div style="border: 1px solid black; width: 40px; height: 15px;"></div>
<input type="checkbox"/>	7. Grading (Check all that apply.)	<input type="checkbox"/> Standard Letter Grading <input type="checkbox"/> Pass/Fail Only <input type="checkbox"/> No Grade <input type="checkbox"/> In Progress – IP (course is intended to span more than one term)	
<input type="checkbox"/>	8. Schedule Type (See Table of Schedule Types.)	<div style="border: 1px solid black; width: 15px; height: 15px;"></div>	<div style="border: 1px solid black; width: 15px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div>
<input type="checkbox"/>	9. Corequisites (courses required to be taken concurrently with this course)		
	Subject Area	Course Number	Subject Area    Course Number    Subject Area    Course Number
	<div style="border: 1px solid black; width: 40px; height: 15px;"></div>	<div style="border: 1px solid black; width: 40px; height: 15px;"></div>	<div style="border: 1px solid black; width: 40px; height: 15px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div>
<input type="checkbox"/>	10. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)		
	Subject Area	Course Number	Subject Area    Course Number    Subject Area    Course Number
	<div style="border: 1px solid black; width: 40px; height: 15px;"></div>	<div style="border: 1px solid black; width: 40px; height: 15px;"></div>	<div style="border: 1px solid black; width: 40px; height: 15px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div>
<input type="checkbox"/>	11. Prerequisites (See instructions.)		
	Subject Area	Course Number	Subject Area    Course Number    Subject Area    Course Number
	<div style="border: 1px solid black; width: 40px; height: 15px;"></div>	<div style="border: 1px solid black; width: 40px; height: 15px;"></div> <div style="border: 1px solid black; width: 15px; height: 15px;"></div>	<div style="border: 1px solid black; width: 40px; height: 15px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div>
	<div style="border: 1px solid black; width: 15px; height: 15px;"></div> Other <div style="border: 1px solid black; width: 40px; height: 15px;"></div>		
<input type="checkbox"/>	12. Course Attribute	<input type="checkbox"/> Honors Course <input type="checkbox"/> Developmental Course	
<input type="checkbox"/>	13. Course Restrictions	<input type="checkbox"/> Include/ <input type="checkbox"/> Exclude    College <div style="border: 1px solid black; width: 15px; height: 15px;"></div> College <div style="border: 1px solid black; width: 15px; height: 15px;"></div> Major <div style="border: 1px solid black; width: 15px; height: 15px;"></div> Major <div style="border: 1px solid black; width: 15px; height: 15px;"></div> Classification <div style="border: 1px solid black; width: 15px; height: 15px;"></div>	
<input type="checkbox"/>	14. 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.)		
	<div style="border: 1px solid black; width: 40px; height: 15px;"></div>		

Office of the Registrar Use

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

## **LEAD 450/450G: Leadership in Global Contexts - Web Spring 2015 – Syllabus**

3 Credit Hours Western Kentucky University

*This syllabus is subject to modification up until the first day of the semester in which the course is taught. It is made available for general information purposes only and any or all parts of it may change before the course is actually offered. Please check before the class begins for the most up to date version. The text book requirements will not change from this version.*

**SYLLABUS LAST UPDATED:** August 18, 2014

### **Instructor Information.**

Michail Trivizadakis, PhD, MBA Office: Tate Page Hall, Room 233 Phone: 270-781-1336 (office)

732-939-9789 (cell) fax: 270-745-5150

Email: [michail.trivizadakis@wku.edu](mailto:michail.trivizadakis@wku.edu) Office hours: anytime - by appointment

**Dates of Class:** January 26 to December 8

**Course Language:** English

**Time Zone:** Central

**The best way to contact me is by email.**

This class supports the WKU mission of leadership and international reach. The course design offers students and instructor the opportunity to read, discuss, and analyze the ways in which leadership varies depending on culture and context. Students will read, write, and analyze various constructs of leadership and of culture with a focus on aspects of culture-general and of culture-specific in selected environments.

The course includes significant writing experiences and all written papers must conform to the Writing guidelines in this syllabus and posted on the class BlackBoard site. Students must have great familiarity with BlackBoard since it serves as the primary conduit for class information and activities. Students must also use the WKU-provided email address and check it every day as that will serve as the primary communication from the instructor. If a student uses a different personal email address, it is the student's responsibility to connect the WKU address to the private address so that all email from the instructor moves directly to the address utilized by the student. Students may contact the instructor by using the email address listed above, by phone listed above, or by making an appointment to meet in person.

**Required Text.**

□ **Global Business Leadership (Second Edition)**; by Wibbeke, E.S. and Mc Arthur S.

ISBN 978-0415629829 and 978-0415629812 (both ISBN# refer to the same book).

Graduate students will have additional readings during the course to help them achieve their learning outcomes.

**Learning Outcomes.**

**Undergraduate:**

- Develop a broad view of the global social environment through the study of leadership.
- Recognize various constructs of culture-general and to apply them to culture-specific contexts.
- Understand the influence of culture factors in various leadership behaviors.
- Enhance written communication, analytic, and critical thinking skills.

**Graduate:**

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

**Grading.**

Discussion Board	120 points
Questions and Answers	120
Case Studies	90
Three Short Papers	150
Long Paper (7-10 pages)	170
Thinking Skills	100
Mid-term	100
Final Exam	150
Total:	1000

Graduate students will not take the final exam, but will submit a long paper that is 15 pages (+/- one page) and worth 320 points to assist them in achieving their learning outcomes. Additionally, graduate students will lead the discussion on one discussion board question.

**Accommodations.** Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. Please do not request accommodations directly from the professor or instructor without a letter of accommodations from the Office of Student Disability Services.

**Successful on line learning.** Successful on line students are self-directed and mature as learners. They are methodical in doing Assignments and in checking the course website. They are willing and even eager to participate in on-line discussions.

On-line learners should NOT expect to be learning in isolation. The more students share and discuss on-line, the more each student will enjoy the class. Students should interact almost daily, either with the instructor or with other students. If the on-line student desires, face-to-face or telephone meetings are possible.

#### **Overview:**

- **All deadlines are firm, including the discussion board dates.**
- You must submit all writing assignments **ONLY** through **SafeAssign** on the class BlackBoard site. **DO NOT** send written assignments through email to the instructor! I will **NOT** accept them through email.
- Written assignments must follow APA guidelines; if you have not used APA, please search out the rules and follow them. You cannot reason or rationalize how to use these formats. You must look them up and follow them exactly. You can find these guidelines in various sites. Find one that you think most clear and use it! Options include:

<http://owl.english.purdue.edu/owl/resource/560/01/>

There are others but students frequently use this site.

- Discussion of the class content may present some challenging or even controversial ideas. Cultural factors can cause us to question many of our basic belief systems. Considerations and courtesy must serve as the standard in our communication with each other. Remember that each of us thinks his or her own ideas most valid but we can learn from each other.
- Since we will not actually “see” each other in class, I ask that you post a picture and some information about yourself on our BB page. I will do the same so you may have some idea of my interests and background, and I think we would all feel

more comfortable if we had information about each of us posted where we can refer to it.

- You must submit your written papers through SafeAssign on BB. If you do not understand how to use BB or if you have any problems related to BB, please call the WKU Helpdesk at 270 745 7000. They are available most hours of the day and can assist you with technical problems better than I can.
- Academic integrity must serve as a guideline for all your academic work. Examples of lack of integrity include: plagiarism, cheating on tests, copying work from other people without giving them credit, turning in the same or parts of papers for more than one class.
- Plagiarism constitutes academic dishonesty and will not be tolerated. Please review the discussion on plagiarism on our BB site; you may also look at a tutorial on plagiarism and paraphrasing at

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

- Because this topic seems somewhat complicated, if you have questions, do not hesitate to contact me for a discussion and clarification.
- All written Assignments should include the following information: student's name, class and title of the assignment. A PDF file titled "**Guidelines for File Names and Submissions**" will be posted under the Course Documents folder of Blackboard, providing detailed information. Student should follow these guidelines.

**Course Software Standards.** The course software standards are Word for word processing, PowerPoint to view presentations, Excel to view the *Work Schedule*, and Adobe Acrobat for viewing PDF files. Students can download a free copy of Adobe Acrobat at <http://www.adobe.com/uk/products/acrobat/readstep2.html>. Students **must** have these software packages to submit Assignments and view course materials.

**The instructor decides the outcome of any loopholes in these rules.**

## 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 201430
2. Subject Area SLP Course Number 580 Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) CLINICAL OBSERVATION
3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230) 201530
4. Official Course Title CLINICAL OBSERVATION
5. Offering Unit (See Table of Code Values.) College HH Department CD
6. Credit Hours Fixed Credit Hours: 1.00 Variable Credit Hours
7. Repeat Limit (See instructions.) 0 Total Maximum Hours (See instructions.) 1.00
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  College  Major  Major 0 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.)  
Provides graduate speech-language pathology students with opportunities to observe, evaluate then analyze a variety of professional assessment and intervention sessions. A minimum of 25 hours of treatment or assessment of communication disorders in children or adults is required.
16. Approvals for Temporary Course Only:
- |                 |       |      |       |
|-----------------|-------|------|-------|
| Department Head | _____ | Date | _____ |
| College Dean    | _____ | Date | _____ |
| Graduate Dean   | _____ | Date | _____ |
| Provost Office  | _____ | Date | _____ |

Office of the Registrar Use

UCC \_\_\_\_\_

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

CIP \_\_\_\_\_

Course Desc \_\_\_\_\_

Graduate Council \_\_\_\_\_

Provost \_\_\_\_\_

Banner Data \_\_\_\_\_

Evaluate \_\_\_\_\_

**Western Kentucky University**  
**Department of Communication Sciences and Disorders**  
**SLP 580 Clinical Observation**  
**Section ###**  
**Fall 2014**

**Instructor:** Jan Sandidge M.S., CCC/SLP

**Email:** [Janice.sandidge@wku.edu](mailto:Janice.sandidge@wku.edu)

**Office:** Tate Page Hall #120

**Phone:** (270) 745-2839

**Office Hours:** Monday – Wednesday, and Friday 8:30 -4:00 – however, it is best to schedule via email or call ahead to insure I am in the office and will have adequate time to speak with you as I am in and out of the office attending meetings at various times. Email is the best way to get in touch with me and I check it multiple times a day.

**Class Meeting Times:** There will be two mandatory online class meeting times for students. The first meeting will be orientation to policies and procedures for observation. The second meeting will be discussion regarding the observations, question and answer, and review to insure paperwork is done correctly for time observed. Additional meetings may be scheduled if we find it is warranted for further discussion/clarification.

**First Meeting:**

**August 28, 2014**

**Time: 6:00 – 8:00 PM CST**

**Place: Adobe Connect Online Classroom**

**Second Meeting:**

**November 13, 2014**

**Time: 6:00 – 7:00 PM CST**

**Place: Adobe Connect Online Classroom**

**Course Description:** Provides graduate speech-language pathology students with opportunities to observe, evaluate then analyze a variety of professional assessment and intervention sessions. A minimum of 25 hours of treatment or assessment of communication disorders in children or adults is required

**Learning Objectives**

The student will:

1. Develop observation skills to understand the skills necessary to function as a professional in communication disorders
2. Explain how objectives are targeted during the assessment or treatment session
3. Analyze client/clinician behaviors
4. Provide appropriate reflection for each observation



**Required Text**

No textbook is necessary for this course

**Completing Observations**

Students will observe ASHA certified Speech Language Pathologists providing evaluation and/or treatment of clients. Some hours may be under the supervision of an ASHA certified audiologist. Students will observe for a total of 25 clock hours across a variety of settings. Observation hours should vary in settings and may not all be completed at one type of site. Student must acquire observation hours at a minimum of two different locations.

Settings in which students may observe would include: WKU Communication Disorders Clinic, public school, early intervention, hospital, skilled nursing facility, outpatient clinic, rehabilitation hospital, or anywhere that offers speech language pathology services provided by an ASHA certified SLP.

Observation time at the WKU Communication Disorders Clinic – requires sign in. Students may not begin observation until one week after the clinic begins. Date to be announced at first meeting.

Observation in Warren County or Bowling Green City Schools requires instructor to notify the schools, therefore, do not contact these schools directly to arrange your observation. Email Ms. Sandidge and you will receive further direction.

Students may complete most observation hours by watching videos and completing a short questionnaire after viewing each video at [www.masterclinician.org](http://www.masterclinician.org). Students choosing this option are responsible for any associated fees with the site. Students will need to register at the site using full name, WKU email address, and choose Western Kentucky University as his/her school. Master Clinician Network will report to the instructor the actual time observed, therefore, the student must record exactly the time observed if video was not watched in its entirety.

For each session observed an observation form (provided by instructor) must be completed and turned in to the instructor along with hours log/summary sheets.

**Course Evaluation**

This course is graded as either PASS or FAIL. This means you must complete all requirements of the course successfully in order to pass.

To successfully pass this course the student will:

1. Attend scheduled meetings with instructor and complete training procedures for obtaining and documenting observations and hours earned.
2. Complete 25 clinical clock hours of observation throughout the semester.
3. Follow all guidelines of conduct in the WKU Clinic or off-site locations where student may observe. Attached Dress and Behavior Code is to be followed at all sites where observing.

4. Follow HIPAA guidelines and keep all identifying information regarding clients observed confidential.
5. Complete 3 Discussion Boards on Blackboard regarding observation of an assigned topic. This will not be additional observation time but focusing 3 separate observations on the assigned topic and discussing through Blackboard.
6. Upon completion of obtaining the 25 clock hours of clinical observation, correctly submit the following as an unstapled packet to the instructor in person or via mail to address below no later than **December 5, 2014**:
  - a. Submit ORIGINAL Observation Worksheets for each session observed as a packet upon completion. Each of these will be added together and will total a minimum of 25 hours as summarized on your Observation Summary Sheet.
  - b. Submit the ORIGINAL Observation Summary Sheet and accompanying daily log sheets, summarizing the 25 clock hours and dates of observation.
  - c. All Summary and Daily Log Sheets must be signed by the supervisor in BLUE INK.

**\*\*All forms must be original forms. No copies will be accepted. Use of white-out on forms is not acceptable. If a mistake is made strike through once, initial beside mistake and write in correction.**

**\*\*All Original Summary Forms, Daily Log Forms, and Observation Forms (make copies for yourself first!) can be mailed to the following address. Please insure that you allow enough time for arrival by December 5, 2014:**

Western Kentucky University  
Department of Communication Sciences and Disorders  
ATTN: Jan Sandidge  
1906 College Heights Blvd. #41030  
Bowling Green, KY 42101-1030

### **Technology Management**

This course will involve the use of Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. The IT Help Desk can be reached at 270-745-7000.

**Student Disability Services**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The phone number is 270-745-5004; TTY is 270-745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.

**Plagiarism**

The University definition of plagiarism is found in the Faculty Handbook. To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Student work presented in this course may be analyzed using plagiarism detection software.

**Dress, Appearance, and Behavior Code – to be followed at all times while observing both in the WKU CD Clinic and off-site locations:**

1. TITLE: Professionalism in Dress, Appearance, and Behavior
2. PURPOSE: To clarify the expectations of appropriate dress, grooming, and behavior for students when in the clinic area from 8:00 a.m. to 5:00 p.m. Monday-Friday, regardless of the presence or absence of clients.
3. POLICY: When in the clinic area, students, faculty and/or staff will present themselves in a professional and business-like manner in dress, appearance, and behavior in order to project an attitude of pride in service and of respect for those served.

a. Dress/Appearance:

- (1) Clothing must be clean, pressed and in good repair.
- (2) Low cut, strapless, excessively tight or revealing clothing is prohibited.
- (3) Long pants, other than jeans, and knee length shorts are permitted, but short shorts of any style are not permitted.
- (4) Logo t-shirts, sweatshirts, and athletic apparel are prohibited.
- (5) Western Kentucky University apparel may be worn on designated days, approved by the Clinic Director. Students will be notified of these days by their student representative to faculty meetings.
- (6) Shoes must be appropriate in style, clean, and in good repair. No rubber, or straw flip flops are permitted.
- (7) Jewelry of modest taste may be worn as long as it does not interfere with the treatment of patients by acting as a distraction. The clinic is not responsible for damage to jewelry or clothing that occurs.
- (8) Hair should be neatly groomed and styled in a way that does not interfere with client treatment.
- (9) Make-up should be subtle enough that it does not draw attention.
- (10) Visible piercings are only allowed on the ear lobes. All other piercings must be removed while in the clinic.
- (11) All tattoos must be covered or concealed.

b. Behavior:

- (1) Clinicians, faculty, and staff are expected to conduct themselves professionally, refraining from loud talking, arguing or using vulgarisms.
- (2) Rules of common courtesy are to be observed at all times with all individuals regardless of race, color, creed, sex, or origin.
- (3) Adult clients should be addressed as Mr., Mrs., Ms., Dr., or other appropriate title of respect unless otherwise requested by the client. Children should be addressed by their names, not by a term of endearment.

c. If a student is dressed inappropriately or behaving in an unprofessional manner, he/she will not be permitted to observe/conduct therapy or be in contact with clinic clients until his/her behavior or appearance complies with policy.

4. PROCEDURES TO IMPLEMENT POLICY:

- a. Each clinical supervisor has the final responsibility for ensuring that the students he/she is supervising are professional in dress, appearance, and behavior.

- b. Clinical supervisors should consult with the clinic director if they are uncertain as to whether a student is in compliance with the policy.
- c. If a student clinician is observed exhibiting an offensive personal appearance, as judged by a supervisor, i.e., violation of CDIS dress code, s/he will be asked by the supervisor to leave the session immediately. S/he has the option of changing clothes and returning to complete the therapy session, however, will only receive credit for direct contact time with his/her client.
- d. A student who is thought to be in violation of the dress code by a member of the faculty other than the immediate supervisor or the clinic director should report the finding to the immediate supervisor or clinic director immediately.

Proposal Date: Aug 18, 2014

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

Contact Person: Eric Reed, [eric.reed@wku.edu](mailto:eric.reed@wku.edu), x55732

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: HIST 612
- 1.2 Course title: Seminar in Modern Europe, 1750-Present
- 1.3 Abbreviated course title: Sem in Mod Europe-1750-Pres
- 1.4 Credit hours: 3, repeatable one time with a different topic for a total of six credits.
- Variable credit (no)
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: None.
- 1.7 Course description: Selected thematic and geographically focused topics on political, social, and cultural developments in Modern Europe. May be repeated once for credit with a different topic.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The number of graduate students in the M.A. program in History has doubled in the last five years, with potential for continued expansion. This growth has made it necessary to add additional courses in a number of key areas. Currently, the history department does not offer any course devoted exclusively to the field of Modern Europe, which is a common sub-field offered in sizeable graduate programs. Until now, a rotating-topics seminar, HIST 606, has been offered as a catch-all course to cover all topics on European History, but is repeatable only once. This course is now being split into three courses to allow the History Department to offer enough courses to satisfy demand from students seeking M.A. degrees with an area of concentration (generally four courses) in Pre-Modern or Modern European History. Most graduate programs, M.A. and Ph.D., in History offer this type of coursework and M.A. students seeking admission to Ph.D. programs in this field need to demonstrate sufficient coursework in this area.
- 2.2 Projected enrollment in the proposed course: 10-15, based on current enrollment trends for all graduate history course offerings.
- 2.3 Relationship of the proposed course to courses now offered by the department: HIST 425G (Modern Germany), HIST 426G (Hitler and Nazi Germany), HIST 428G (England Since 1914), HIST 515 (19th Century Britain), HIST 527 (Social/Intellectual 19th Century Europe), HIST 606 (Seminar in European History), and HIST 644 (Readings in European History) cover parts of the proposed course or have been used in the past to offer a similar course to what is being proposed. Except for HIST 606 (see problems/limitations on this course in section 2.1), none of these courses cover the entire time period, geographic area, or historiography of modern Europe 1750-present that will be covered in the proposed course.
- 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:  
Modern Europe is a major field offered in most graduate history programs.

Many universities offer a seminar course similar to the one proposed. Among our benchmarks, Central Michigan University offers HST 652 - Colloquium in Modern European History; East Carolina University offers HIST 6920 - Seminar in European History; and UNC-Greensboro offers Hist 708 - Seminar in European History.

Among our non-benchmark universities, The Johns Hopkins University offers AS.100.787 (Seminar: Modern Europe); SUNY-Brockport offers HST 643 (Seminar in Modern Europe); University of Nebraska-Lincoln offers HIST 824 (European Social and Cultural History since 1815); University of Oxford offers its Modern European History Seminar.

### **3. Discussion of proposed course:**

3.1 Schedule type: S

3.2 Learning Outcomes:

Students will be expected to be able to:

- Understand current major scholars, scholarly interpretations, and methodologies in the field of Modern European history;
- Discuss the most recent trends of research and historiography in the field of Modern European history;
- Demonstrate the ability to understand and interpret critically modern European primary sources using the tools of professional historians;
- Demonstrate critical analytical and interpretive skills necessary for professional teachers and historians through discussions, article abstracts, analytical essays, and/or research papers.

The course will provide a basis for further studies and research in Modern Europe, whether as an M.A. examination field, a teaching area for secondary educators, or a research area for students considering an M.A. thesis or Ph.D. studies.

3.3 Content outline: The course will be offered on various topics. Recent modern topics offered as 606 are Twentieth Century Europe and Urban History. Attached to this proposal is a syllabus from Twentieth Century Europe, and is representative of the type of seminar that could be offered. Different semesters, and instructors, could focus on different topics, depending on the needs of the students.

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

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

### **4. Resources:**

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

### **5. Budget implications:**

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

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

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

History Department

August 18, 2014

PCAL College Curriculum Committee

September 4, 2018

Graduate Council

**10-9-14**

University Senate



**History 606: Twentieth Century Europe (On-Line)**  
Fall Semester 2014

Instructor: Eric Reed  
233 Cherry Hall  
eric.reed@wku.edu

**Course Description**

This online course surveys major themes and events in the history of twentieth century Europe. We will cover topics touching on the cultural, political, intellectual, social, and economic evolution of both western and eastern Europe. At the end of the course, you will hopefully have a better understanding of how Europe dealt with the devastation of war, rapid cultural transformation, economic, political, and social turmoil, globalization, and the changing international power structure. We will analyze readings and primary documents related to the themes we cover and debate important themes in twentieth-century European history. You will also complete several directed research projects.

**Course Expectations**

This course will require MORE OF YOUR TIME than a traditional, face-to-face class because of the nature of online teaching and learning. You will need to learn how to handle technology and software that may be unfamiliar to you, and you will need to thrive in a learning environment – cyberspace – that may intimidate you. You will need to motivate yourself, manage your time and effort carefully, and learn on your own with far less guidance than you might receive in a face-to-face course. *If you do not feel that you can devote 10 hours a week or more to this course, then this course is not for you.*

**Technology Requirements**

This is an online course, and all the work you do will require you to use a computer. You must have a functional computer and access to the Internet. It will be helpful to have a printer, as well. *You must know how to use Blackboard before the course begins.* Finally, *your official WKU email must be used for all email correspondence related to this course.*

**Readings**

The following are required books for our course:

Bonnie Smith, *Europe in the Contemporary World: 1900 to Present: A Narrative History with Documents*, Bedford/St. Martin's; 1st edition, 2007. 9780312406998

Michael B. Miller, *Europe and the Maritime World: A Twentieth Century History*. Cambridge, 2012. 9781107659629

Leif Jerram, *Streetlife: The Untold History of Europe's Twentieth Century*. Oxford, Reprint edition, 2013 (orig. 2011). 9780199671168

Mark Mazower, *Dark Continent: Europe's Twentieth Century*. Vintage, 1998. 9780679757047

Sheila Fitzpatrick, *The Russian Revolution* (3rd ed), Oxford, 2008. 9780199237678

Laurent Dubois, *Soccer Empire: The World Cup and the Future of France* (Berkeley: University of California Press, 2010) 9780520259287

Allen, William Sheridan. *Nazi Seizure of Power: The Experience of a Single German Town 1922-1945*, Revised Edition, Orchard Books, 1984 [paperback] 0531056333

Sebestyen, Victor, *Revolution 1989: The Fall of the Soviet Empire*. Pantheon, 2009.  
0375425322

All of the required books will be available for purchase at the WKU Store. Used copies purchased from the Internet or new/used from off-campus bookstores may be cheaper. It is likely that the WKU Store will run out of copies of the books for our course, so please plan accordingly.

### Grading

The quality of your written work and the quality of your participation in our online discussions/debates will determine your grade. Your grade will be assigned using the standard A-F grading system. The assignments and their point values are described below in the “Assignments” section.

<u>Total Points Earned During Semester</u>	<u>Grade for the Course</u>
90% of possible points or better	A
80% and 89.99% of possible points	B
70% and 79.99% of possible points	C
60% and 69.99% of possible points	D
59.99% of points or less	F

The instructor reserves the right to award up to an additional 10% of the total points possible to each student. Such points will be given only to students that merit them because they **show significant improvement** in the quality of their written work and participation in discussion boards over the course of the semester. Discretionary points are not given to any student automatically and will only be awarded at the end of the semester, if at all, and only to students who merit them. Each student must earn any discretionary points by demonstrating the above-mentioned qualities to the instructor. The number of discretionary points awarded will vary from student to student according to the instructor’s evaluation of each student’s participation and improvement. Students who, in the evaluation of the instructor, do not warrant discretionary points will not receive them.

Your grades will be posted on a rolling basis to the Blackboard gradebook, which you can access at any time.

### Assignments

1. Papers (850 total points possible). You will submit papers on the assigned monographs (125 points each) as indicated in the Class Schedule. Assignment prompts for the papers will be posted under “Assignments” on our class Blackboard site. All papers must be submitted as .rtf documents on Blackboard.

2. Discussion Boards (300 total points possible). You will participate in eight (8) discussion board exchanges with classmates. These discussion boards are meant to replace traditional in-class discussions and will offer you a chance to share your analyses and ideas with each other. Hopefully, these discussion boards will help the class to enhance our understanding of historical questions and primary sources. To focus the discussions, each of the boards includes questions for you to address as you post your points of view.

You will be graded on the quality of your participation in each discussion board. You must post at least two responses to each discussion board, and each response must be posted at least 12 hours apart, in order to allow for a discussion in which all participate with an even flow. Each response must be significant and should try to address other points/postings raised on the discussion board. Simple phrases such as “I agree” do not count as significant postings. You must fully explain yourself and

back up the points you make in your postings with evidence drawn from our readings. For example, follow up “I agree” by explaining why you agree in detail.

NOTE: The instructor will be particularly impressed by postings that incorporate material from and references to our assigned readings and primary source documents.

3. Mini Research Assignments (620 total points possible). The first week, you will complete a short research project worth 20 points. Later, you will complete three (3) somewhat longer mini research assignments worth up to 200 points each. These four projects will require you to perform research using WKU’s online archive of newspapers, available through our library databases. Each of these Mini Research Assignments will be posted under “Assignments” on our class Blackboard site. All research assignments must be submitted as .rtf documents on Blackboard.

### **Class Schedule (subject to change)**

Below is a list of the scheduled readings and assignments. **Note:** “Perry et. al.” refers to primary source readings that will be available on the Blackboard site as .PDF documents.

<b><i>Class Schedule/Themes</i></b>	<b><i>Assignments</i></b>
<u>Week 1 (Aug. 25)</u> Introductory Assignments	<ul style="list-style-type: none"> <li>• Post a question or comment on the general discussion board (anything to prove you know how to use it, doesn’t matter)</li> <li>• Short research project: Europe’s new millennium in the newspapers.</li> </ul>
<u>Week 2 (Sept. 1)</u> Europe in 1914 and Causes of the Great War	<ul style="list-style-type: none"> <li>• Read Smith, chs. 1-3</li> <li>• Read Perry et al., ch. 1, sections “Radical Nationalism” and “Imperialism”, ch. 2, sections “Militarism,” “British Fear of German Power,” and “War as a Celebration.”</li> <li>• Discussion Board: Causes of the Great War</li> </ul>
<u>Week 3 (Sept. 8)</u> The Russian Revolution	<ul style="list-style-type: none"> <li>• Read Smith, chs. 3-5</li> <li>• Read Perry et al., ch. 3, sections “The Bolshevik Revolution” and “Stalin’s Terror”</li> <li>• Read Fitzpatrick, <u>The Russian Revolution</u></li> <li>• Paper on Fitzpatrick due</li> </ul>
<u>Week 4 (Sept. 15)</u> World War I as a Turning Point in European History	<ul style="list-style-type: none"> <li>• Read Perry et al., ch. 2, section “War and European Consciousness”</li> <li>• Discussion Board: Why was the Great War a Turning Point in European History?</li> </ul>
<u>Week 5 (Sept. 22)</u> The Rise of Fascism	<ul style="list-style-type: none"> <li>• Read Paxton, chapters 10 and 11</li> <li>• Read Allen, <u>The Nazi Seizure of Power</u></li> <li>• Paper on Allen due</li> </ul>
<u>Week 6 (Sept. 29)</u> No Assignments – Fall Break	
<u>Week 7 (Oct. 6)</u> Fascism, Communism, and Democracy in the Interwar Years	<ul style="list-style-type: none"> <li>• Read Smith, ch. 6</li> <li>• Read Perry et al., ch. 4, sections “Rise of Fascism in Italy,” “The Spanish Civil War,” and “Anguish of the Intellectuals”</li> <li>• Discussion Board: Interwar Years: The Struggle between Democracy, Fascism, and Communism</li> </ul>

**Class Schedule/Themes****Assignments**

<u>Week 8 (Oct. 13)</u> World War II	<ul style="list-style-type: none"> <li>Read Perry et al., ch. 5, section "Prescient Observers of Nazi Germany," Haile Selassie speech, section "The Munich Agreement"</li> <li>Mini Research Project #1 Due: Discuss <u>The London Times'</u> content relating to the opening months of WWII (Sept. 1, 1939 through end-October, 1939)</li> <li>Discussion Board: Causes of World War II</li> </ul>
<u>Week 9 (Oct. 20)</u> Western Europe between the Superpowers	<ul style="list-style-type: none"> <li>Read Smith, chs. 7-9</li> <li>Read Perry et al., chapter 6, sections "The Aftermath" (Foa and Marshall sources only), "The Cold War," "The Twilight of Imperialism,"</li> <li>Discussion Board: Postwar Europe: Why were the outcomes of the Second World War so different from those of the Great War?</li> </ul>
<u>Week 10 (Oct. 27)</u> Soviet Block after 1945: Primary Source Discussion	<ul style="list-style-type: none"> <li>Read Smith, chs. 10-11</li> <li>Read Perry et al., ch. 7, sections "The Peoples' Democracies," the Roy Medvedev selection, the Milovan Djilas selection, and "Solidarity"</li> <li>Document Discussion: How do primary documents illustrate important themes in the history of the Soviet Block?</li> </ul>
<u>Week 11 (Nov. 3)</u> 1989 and Aftermath	<ul style="list-style-type: none"> <li>Read Smith, ch. 12</li> <li>Read Perry et al., ch. 9, sections "A Tottering Old Regime" and "Popular Protest and Dissolution"</li> <li>Read Sebestyen, <u>Revolution 1989</u></li> <li>Paper on Sebestyen due</li> <li>Discussion Board: The Fall of the Soviet Union and the Dissolution of its Empire</li> </ul>
<u>Week 12 (Nov. 10)</u> Postcolonial Europe	<ul style="list-style-type: none"> <li>Read Dubois, <u>Soccer Empire</u></li> <li>Paper on Dubois due</li> </ul>
<u>Week 13 (Nov. 17)</u> Reconceptualizing Europe's 20 <sup>th</sup> Century History: The Continent in a Global Context	<ul style="list-style-type: none"> <li>Read Miller, <u>Europe and the Maritime World</u></li> <li>Paper on Miller due</li> </ul>
<u>Week 14 (Nov. 24)</u> Reconceptualizing Europe's 20 <sup>th</sup> Century History: The City as Locus of Revolution	<ul style="list-style-type: none"> <li>Read Jerram, <u>Streetlife</u></li> <li>Paper on Jerram due</li> <li>Mini Research Project #2 Due: Discuss newspaper content relating to the fall of the Berlin Wall, late 1989.</li> </ul>
<u>Week 15 (Dec. 1)</u> Reconceptualizing Europe's 20 <sup>th</sup> Century History: Ideologies and Political History	<ul style="list-style-type: none"> <li>Read Mazower, <u>Dark Continent</u></li> <li>Mazower paper due</li> <li>Discussion Board: TBD</li> </ul>
<u>Finals Week (Dec. 8)</u>	<ul style="list-style-type: none"> <li>Mini Research Project #3 Due: Your Choice of Research Topics (see prompt).</li> </ul>

Proposal Date: 09/19/2014

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

Contact Person: Tom C. Hunley, [tom.hunley@wku.edu](mailto:tom.hunley@wku.edu), 745 5769

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ENG 507
- 1.2 Course title: Introduction to Creative Writing Studies
- 1.3 Abbreviated course title: Intro CW Studies
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture and Seminar, Standard Letter Grade
- 1.6 Prerequisites: Admission into the MFA program or instructor permission
- 1.7 Course catalog listing: An introduction to the field of creative writing studies: its history within academia; its pedagogies; and its distinctive culture, including common practices in networking, lifelong learning and professional development, and best practices for writers seeking to publish their work.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Introduction to Creative Writing Studies will orient new students to the foundational issues in the discipline including the history of the discipline, its pedagogies, and its distinctive culture. Students will learn about the mechanics of publishing creative work and strategies for professional development during their program experience and after completing their degrees. This gateway course will position students for success in the program by framing these touchstone issues that will recur as they complete workshops and creative writing courses.
- 2.2 Projected enrollment in the proposed course: six-to-twelve based on the number of students enrolled in the program each year.
- 2.3 Relationship of the proposed course to courses now offered by the department: Students in our MA program take ENG 520: Introduction to Graduate Studies which has a broader emphasis for students concentrating on literary studies, composition, and teaching English as a second language. This course will give students a more focused background on issues relevant to creative writing.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Introduction to discipline-specific studies course has become standard in many programs as a way to orient students to a new program of study. CNS 571 Introduction to Student Affairs, CNS 550 Introduction to Counseling, ADED 510 Introduction to Adult Education, and BIOL 500 Introduction to Graduate Study and Research are a few examples at WKU.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Florida Atlantic University, one of our benchmark schools, requires MFA students to take a course called ENG 6099: Problems and Principles of Literary Study which is a similar intro to the discipline course. Wichita State University, another of our benchmarks, requires MFA students to take English 700: Introduction to Graduate Studies.

**3. Discussion of proposed course:**

- 3.1 L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.
- 3.2 Learning Outcomes: By the end of ENG 507, students should be able to discuss and demonstrate a variety of approaches to teach creative writing; discourse on the history of Creative Writing as an academic discipline and its relationship to other academic fields; and know how and where to submit creative writing works for publication (and to contests, agents, grant agencies, etc.).
- 3.3 Content outline: The course will consist of three units: history and trends of creative writing as an academic discipline, creative writing pedagogy, the business and culture of creative writing, and literary citizenship.
- 3.4 Student expectations and requirements: Students will give teaching presentations, lead discussions of assigned readings, conduct independent research, write essays, and take exams.
- 3.5 Tentative texts and course materials: *The Elephants Teach* by D.G. Myers; *(Re)Writing Craft: Composition, Creative Writing, and The Future of English Studies* by Tim Mayers; *The Program Era: Postwar Fiction and the Rise of Creative Writing* by Mark McGurl; *Creative Writing Pedagogies for the Twenty-First Century*, eds. Alexandria Peary and Tom C. Hunley; *Teaching Creative Writing*, ed. Heather Beck; *Can It Really Be Taught: Resisting Lore in Creative Writing Pedagogy*, eds. Kelly Ritter and Stephanie Vanderslice; *New Writing Viewpoints Series* and *New Writing: The International Journal for the Practice and Theory of Creative Writing*, ed. Graeme Harper.

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: The English Department is in the process of hiring a new faculty member to teach in this program.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

**6. Proposed term for implementation: Fall 2015**

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

English Department:	___9/19/2014___
Potter College Curriculum Committee	___9/29/14___
Professional Education Committee	___N/A___

Graduate Council

\_\_\_\_\_10-9-14\_\_\_\_\_

University Senate

\_\_\_\_\_

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

## English 507: Introduction to Creative Writing Studies Fall 2015

**Meeting Time:**

**Meeting Location:**

**Graduate Creative Writing Faculty Member:**

**Office Hours:**

**Office Location:**

**Office Telephone:**

**Email:**

**Course Description (from the university catalog):** An introduction to the field of creative writing studies: its history within academia; its pedagogies; and its distinctive culture, including but not limited to common practices in networking, lifelong learning and professional development, and best practices for writers seeking to publish their poetry, fiction, creative nonfiction, and scriptwriting.

**General Goals:** The purpose of the course is to orient new students to the foundational issues in the discipline including the history of the discipline, its pedagogies, and its distinctive culture. Students will learn about the mechanics of publishing creative work and strategies for professional development during their program experience and after completing their degrees.

**Specific Learning Outcomes:**

- Students will be able to demonstrate knowledge of the history and trends of creative writing as an academic discipline.
- Students will be able to demonstrate familiarity with creative writing pedagogy. Each student will lead the class in a writing exercise based on current scholarship in creative writing pedagogy.
- Students will know how and where to submit literary works for publication. They will know things such as how to apply for grants and fellowships, how to approach literary agents, and how to write a professional cover letter.
- Students will explore the meaning of literary citizenship. They will explore ways of giving back to the literary community, including editing journals, teaching workshops, and curating readings.

**Required Textbooks:** *The Elephants Teach* by D.G. Myers; *The Program Era: Postwar Fiction and the Rise of Creative Writing* by Mark McGurl; *(Re)Writing Craft: Composition, Creative Writing, and The Future of English Studies* by Tim Mayers; *Creative Writing Pedagogies for the Twenty-First Century*, eds. Alexandria Peary and Tom C. Hunley; *Can It Really Be Taught: Resisting Lore in Creative Writing Pedagogy*, eds. Kelly Ritter and Stephanie Vanderslice; *New Writing: The International Journal for the Practice and Theory of Creative Writing*, ed. Graeme Harper

**Plagiarism:** Plagiarism, representing someone else's words as your own, is grounds for failure in this course. It will not be tolerated.

**Late Work:** Barring terrorist attacks on Bowling Green or extreme acts of God, I'm not going to accept late work.

**Course Requirements:** At the least, you are required to:



- Participate in class discussions and writing activities.
- Make a detailed presentation about one of the the approaches to teaching creative writing covered in *Creative Writing Pedagogies for the Twenty-First Century*.
- Teach a lesson, applying one of the pedagogical approaches found in *Creative Writing Pedagogies for the Twenty-First Century*.
- Write a 15-25 essay about creative writing pedagogy and submit it to *New Writing: The International Journal for the Practice and Theory of Creative Writing*, ed. Graeme Harper.
- Write responses to required readings. Unless I specify otherwise, use the format described below. Type them, and turn them in on Blackboard the night before the class session in which we will be discussing the assigned readings. (I like to read these prior to class as a way to steer class discussions).
- Take quizzes on required readings.

**Grading:** The course will be graded on the following 100 point system:

reading responses	40 points (5 points each)
presentation	10 points
pedagogical lesson	10 points
essay	40 points

I will determine your final grade according to the following table:

92-100 points	A
83-91.9 points	B
75-82.9 points	C
65-74.9 points	D
Below 65 points	F

**Format for Reading Responses:** In some cases, I may ask you to turn in reading responses by hand. Otherwise, post all reading responses on Blackboard the night before the scheduled class discussion. Unless I specify otherwise, use the following four-point format:

- (1) Summary: the main thrust of the reading in a nutshell (one or two sentences)
- (2) Standout Quotes: Copy two or three quotations that stand out from the rest of the reading.
- (3) Guided Freewrite: Write non-stop for five minutes about the reading, with particular attention to the quotes you picked for step two. This should be sprawling, free-associative, sporadically punctuated, barely coherent. If you just let it rip, you can write a lot in five minutes, and I will expect you to do so.
- (4) Analysis: Write one or two unified, coherent paragraphs about the reading, incorporating summary and quotes. Feel free to react any way you like to a given reading; as long as you have a main point that you develop and support reasonably, you're fulfilling the assignment.

**Guidelines for Essay:** Your essay must be written well by the standards of a strict composition instructor (good spelling and grammar, lack of wordiness, correctness of MLA citations, etc.). Additionally, the essay must show a thorough understanding of the practices and intentions of the scholars that you are studying, and it should contain original insights that extend their work. Essay topics will emerge from class discussions. When an interesting, researchable topic comes up in class, I will write it on the board. You may choose from any of the topics written on the board throughout the semester.

Proposal Date: 09/19/2014

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

Contact Person: Tom C. Hunley, [tom.hunley@wku.edu](mailto:tom.hunley@wku.edu), 745 5769

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ENG 512
- 1.2 Course title: Reading as a Writer
- 1.3 Abbreviated course title: Reading as a Writer
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture and Seminar, Standard Letter Grade
- 1.6 Prerequisites: Admission into the MFA program or instructor permission
- 1.7 Course catalog listing: A reading course for creative writers. Students will closely read and discuss literary works and craft essays. They will analyze and emulate the forms and techniques of leading practitioners of poetry, literary fiction, creative nonfiction, and scriptwriting.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course is a requirement for our new MFA program and is designed to build a bridge, via close reading and emulation, between the apprentices that our graduate students are and the publishing professionals that they hope to become. Many students will have had literature courses that focus on literary history, culture, or postmodern theories. This course helps students read more like writers. Some programs require workshops as the primary method of training creative writers, but this course will help students become more aware of the craft, technique, and choices published writers make.
- 2.2 Projected enrollment in the proposed course: six-to-twelve based on the number of students enrolled in the program each year.
- 2.3 Relationship of the proposed course to courses now offered by the department: Our MA program offers a number of literature courses, but they tend to focus more on literary history, culture, and theory. This course is designed to help our students get more out of ENG 501: Writing Workshop and ENG 599: Thesis Research and Writing. The careful, craft-centered reading that students pursue in this course should infuse their own imaginative writing with a better sense of tradition and literary trends. The course also augments the various graduate-level literature courses on the books, providing an alternative way to study literature: through the lens of an aspiring writer (rather than through the lens of a critic).
- 2.4 Relationship of the proposed course to courses offered in other departments: No other departments teach graduate-level courses in literary craft and it is essential, as described above, to help our students read more like writers.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Transylvania University offers a course called ENG 1514: Readings for Creative Writers, which their catalog describes as “an apprenticeship in which the skills that go into the composition of an exemplary work of literature are identified, discussed, and

finally, practiced by the student.” Florida State University has similar courses on the books called CRW 3310: Fiction Technique; CRW 3311: Poetic Technique; and CRW 3410: Dramatic Technique. At Eastern Washington University, graduate courses designed using similar principles carry titles such as CRWR: Selected Topics in Craft and CRWR: Poetry I – Background and Theory.

**3. Discussion of proposed course:**

- 3.1 L—Lecture: Formal presentation of a subject; may include a variety of delivery methods.
- 3.2 Learning Outcomes: By the end of ENG 508, students should be able to discuss the techniques and history of the craft of creative writing. They should have learned various literary techniques that they can use in their own poetry, literary fiction, creative nonfiction, and scriptwriting.
- 3.3 The course will consist of three units: reading as a writer; reading as a fiction writer, nonfiction writer, scriptwriter, or poet; and writing about craft.
- 3.4 Student expectations and requirements: Students will give teaching presentations, lead discussions of assigned readings, conduct independent research, write essays, write stylistic imitations and analyses, and take exams.
- 3.5 Tentative texts and course materials: *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them* by Francine Prose; *Best American Poetry* series, ed. David Lehman; *The O. Henry Prize* series; *The Best American Short Stories* series; *The Art of Fiction: Notes on Craft for Young Writers* by John Gardner; *The Art of* series (Graywolf Press); *The University of Michigan Press Poets on Poetry* series; *Cut to the Chase: Writing Feature Films with the Pros at UCLA Extension Writers' Program*, ed. Linda Venis; *Inside the Room: Writing Television with the Pros at UCLA Extension Writers' Program*, ed. Linda Venis

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing The English Department is in the process of hiring a new faculty member to teach in this program.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

**6. Proposed term for implementation: Fall 2015**

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

English Department: \_\_\_\_\_9/19/2014\_\_\_\_\_

Potter College Curriculum Committee	9/29/14
Professional Education Committee	___N/A_____
Graduate Council	___10-9-14_____
University Senate	_____

**Attachments: Sample Syllabus, Library Resources Form, Course Inventory Form**

**English 512: Reading as a Writer  
Spring 2016**

**Meeting Time:**

**Meeting Location:**

**Graduate Creative Writing Faculty Member:**

**Office Hours:**

**Office Location:**

**Office Telephone:**

**Email:**

**Course Description (from the university catalog):** A reading course for creative writers. Students will closely read and discuss literary works and craft essays. They will analyze and emulate the forms and techniques of leading practitioners of poetry, literary fiction, creative nonfiction, and scriptwriting.

**General Goals:** The purpose of the course is to build a bridge, via close reading and emulation, between the apprentices that our graduate students are and the publishing professionals that they hope to become. Many students will have had literature courses that focus on literary history, culture, or postmodern theories, but this course helps students read more like writers.

**Specific Learning Outcomes:**

- Students should be able to analyze the craft and techniques of works by leading writers in their genres of choice.
- Students should be able to create self-assignments and write stylistic imitations of leading writers in their genres of choice.
- Students should be able to discourse about their goals as writers, locating their own works-in-progress in relation to an established tradition.

**Required Textbook (all genres):** *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them* by Francine Prose

**Required Textbooks (fiction writers):** *The O. Henry Prize 2016* and *The Art of Fiction: Notes on Craft for Young Writers* by John Gardner

**Required Textbooks (poets):** *Best American Poetry 2016* and *The Art of Recklessness* by Dean Young

**Required Textbooks (scriptwriters):** *Cut to the Chase: Writing Feature Films with the Pros at UCLA Extension Writers' Program*, ed. Linda Venis; *Inside the Room: Writing Television with the Pros at UCLA Extension Writers' Program*, ed. Linda Venis

**Plagiarism:** Plagiarism, representing someone else's words as your own, is grounds for failure in this course. It will not be tolerated.

**Late Work:** Barring terrorist attacks on Bowling Green or extreme acts of God, I'm not going to accept late work.

**Minimal Course Requirements:** At the least, you are required to:

- Participate in class discussions and writing activities.

- Make a detailed presentation about one of the assigned craft books, focusing on the reciprocal relationship between reading and writing.
- Develop an original writing exercise and lead an in-class session. This exercise should be an outgrowth of one of the assigned texts. Either it should emerge inductively from some of the assigned creative work or it should be an application of ideas in one of the assigned craft books.
- Write a 15-25 page craft essay that cites *Reading Like a Writer: A Guide for People Who Love books and for Those Who Want to Write Them* by Francine Prose and both of the required texts within your genre concentration.
- Write responses to required readings. Unless I specify otherwise, use the format described below. Type them, and turn them in on Blackboard the night before the class session in which we will be discussing the assigned readings. (I like to read these prior to class as a way to steer class discussions).
- Take quizzes on required readings.

**Grading:** The course will be graded on the following 100 point system:

reading responses	40 points (5 points each)
presentation	10 points
writing exercise	10 points
craft essay	40 points

I will determine your final grade according to the following table:

92-100 points	A
83-91.9 points	B
75-82.9 points	C
65-74.9 points	D
Below 65 points	F

**Format for Reading Responses:** In some cases, I may ask you to turn in reading responses by hand. Otherwise, post all reading responses on Blackboard the night before the scheduled class discussion. Unless I specify otherwise, use the following four-point format:

- (1) Summary: the main thrust of the reading in a nutshell (one or two sentences)
- (2) Standout Quotes: Copy two or three quotations that stand out from the rest of the reading.
- (3) Guided Freewrite: Write non-stop for five minutes about the reading, with particular attention to the quotes you picked for step two. This should be sprawling, free-associative, sporadically punctuated, barely coherent. If you just let it rip, you can write a lot in five minutes, and I will expect you to do so.
- (4) Analysis: Write one or two unified, coherent paragraphs about the reading, incorporating summary and quotes. Feel free to react any way you like to a given reading; as long as you have a main point that you develop and support reasonably, you're fulfilling the assignment.

**Guidelines for Craft Essay:** Your essay must be written well by the standards of a strict composition instructor (good spelling and grammar, lack of wordiness, correctness of MLA citations, etc.). Additionally, the essay must show a thorough understanding of theories and techniques discussed in the assigned texts, and it must demonstrate that you have found ways to internalize those theories and techniques while applying them to your own creative writing. Essay topics will emerge from class discussions. When an interesting, researchable topic comes up in class, I will write it on the board. You may choose from any of the topics written on the board throughout the semester.

Proposal Date: 9/19/2014

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

Contact Person: Tom Hunley, [tom.hunley@wku.edu](mailto:tom.hunley@wku.edu), 5-5769

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ENG 515
- 1.2 Course title: Internship
- 1.3 Abbreviated course title: Internship
- 1.4 Credit hours and contact hours: 1-6
- 1.5 Type of course: Work experience and practicum
- 1.6 Prerequisites: Admission to MFA program in creative writing
- 1.7 Course catalog listing: Professional work experience combined with faculty direction. May be repeated for up to six hours.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: One of the features of our proposed MFA program is its emphasis on preparing students for work in professional fields related to creative writing. This course aims to give our graduate students real-world experience outside of the classroom so that they may better position themselves for professional work. This course will also create opportunities for community engagement. Overall, our new program will better serve our graduate students and make them more competitive in the marketplace.
- 2.2 Projected enrollment in the proposed course: This is an internship taken for variable hours usually during the summer. The first summer of the program six students will take it for 2 hours credit; the second summer, six students will take the course for one hour of credit.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will complement our other offerings, such as Intro to Creative Writing Studies, Rhetoric and Writing, and Reading as a Writer, by giving students opportunities to test classroom knowledge and skills in professional context.
- 2.4 Relationship of the proposed course to courses offered in other departments: Internships are a common feature of graduate programs at WKU. Among the internships offered are HMD 581 Professional Preparation for a Dietetic Internship, EDLD 798 Internship in Administration and Supervision, CNS 596 Clinical Mental Health/Marriage, Couple, and Family Counseling Internship.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this one are standard offerings at universities nationwide in English departments, for example, CRWRI980: Creative Writing Internship, New York University; LIT690: Teaching Internships, American University; E687: Internship, Colorado State University.

**3. Discussion of proposed course:**

- 3.1 N—Internship: Capstone supervised professional experience.
- 3.2 Learning Outcomes: By the end of ENG 530, students will have acquired hands-on professional experience in their discipline. As a result of completing the course, students will be better positioned to find professional opportunities after graduation as well as being able to connect their classroom knowledge to their professional lives.
- 3.3 Content outline: The course will consist of two components: The internship itself, which will make up the bulk of the work, and the time spent meeting with the faculty mentor and possibly other students who are doing internships.
- 3.4 Student expectations and requirements: Students will do the work of the internship, meet with the faculty mentor, write bi-weekly response papers during the course of the internship, write a final paper summing up the internship experience.
- 3.5 Tentative texts and course materials: *The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning* by Frederick Sweitzer and Mary A. King; *All Work, No Pay: Finding an Internship, Building Your Resume, Making Connections, and Gaining Job Experience* by Lauren Berger; *The Intern Files* by Jamie Fedorko and Dwight Allot.

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: adequate with existing graduate faculty
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

**6. Proposed term for implementation: Fall 2015**

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

English Department:	__9/19/2014__
Potter College Curriculum Committee	__9/29/14__
Professional Education Committee	__N/A__
Graduate Council	__10-9-14__
University Senate	_____



**Attachment: Sample Syllabus, Library Resources Form, Course Inventory Form**  
**English 515: Internship**  
**Fall 2016**

English 515 introduces English graduate students to a workplace environment through internships. As a result of these work experiences, you will apply knowledge you have developed in previous courses to work situations and develop new skills. Through ENG 515's coursework, you will reflect on your experiences and discuss them with fellow interns and with your faculty mentor.

**Course Description (from the university catalog):** Professional work experience combined with faculty direction. May be repeated for up to six hours.

**Required Textbook:** Sweitzer, H. Frederick, and Mary A. King. *The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning*

**Course Goals:** This course aims to give our graduate students real-world experience outside of the classroom so that they may better position themselves for professional work. It will also create opportunities for community engagement.

**Learning Outcomes:**

- Students will be able to apply theories of previous coursework to practical work situations.
- Students will become familiar with networking strategies.
- Students will be able to test their interest in a particular careers before permanent commitments are made.

**Grading:**

Bi-weekly internship reports	70%
Final paper	20%
In-class presentation	10%

**Course schedule:** Students will perform the tasks associated with the internship during the course of the semester. The student will meet on a regular basis with a faculty mentor and will submit regular written reports on the progress of the internship. At the end of the semester and the completion of the internship, the student will write a reflective paper analyzing performance in the internship as well as ways the work applies to their studies.

**Required work:** The bi-weekly papers should make an effort to connect work in the classroom to the work being done at the internship. The papers should also show an understanding of how the work being done at the internship will bear on the intended future career of the student.

The in-class presentation is an opportunity for each student to share their experiences with their peers in a classroom setting. The presentation will not only allow other students to learn about the internships their peers are working on, but it will allow the presenting student to receive feedback, advice, encouragement, etc. about their internship.

The 8-12 page final paper will be a reflective paper about the work done during the internship and might be seen as an expansion of the work done on the bi-weekly responses. In addition to the reflective aspect of this paper, the student will also be expected to incorporate secondary sources into

the paper to place the internship and the work done there in the larger context and conversations taking place in the student's discipline.

## 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 201110

2. Subject Area GEOS Course Number 539 Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) SEMINAR ATMOSPHERIC MODELING

3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230) 2015104. Official Course Title Seminar in Atmospheric Modeling5. Offering Unit (See Table of Code Values.) College SC Department GEO6. Credit Hours Fixed Credit Hours: 3 Variable Credit Hours   7. Repeat Limit (See instructions.) 0 Total Maximum Hours (See instructions.) 3

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	AND	Subject Area	Course Number	Subject Area	Course Number
<u>CS</u>	<u>245</u>	<u>AND</u>	<u>METR</u>	<u>324</u>	<input type="text"/>	<input type="text"/>

☐ Other 13. Course Attribute ☐ Honors Course ☒ Developmental Course14. 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.)

An introduction to numerical weather and climate modeling techniques and models, with focus on modeling fundamentals, including dynamics, physical parameterizations, grids and resolutions, model structures and components. Includes hands-on experience with designing numerical experiments, configuring and running model simulations, post-processing model outputs, and visualization.

16. Approvals for Temporary Course Only:

Department Head _____	Date _____
College Dean _____	Date _____
Graduate Dean _____	Date _____
Provost Office _____	Date _____

Office of the Registrar Use

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

# **GEOS 539: Seminar in Atmospheric Modeling (3 credits)**

## **Spring 2015**

**Time:** Monday/Wednesday/Friday, 8:00 am – 8:55 am

**Location:** Building EST, Room 425

**Instructor:** Dr. Xingang Fan, Assistant Professor

**Email:** [xingang.fan@wku.edu](mailto:xingang.fan@wku.edu)

**Phone:** (270) 745-5980 or (270) 745-4555 (Main office)

**Office:** EST 360

**Office hours:** Tuesday/Friday 1:00 pm – 3:00 pm  
or by appointment (Email)

### **Course Description:**

This is a practical introductory course to numerical modeling of the atmosphere. Basics of numerical weather and climate modeling will be introduced in this course, along with hands-on experience of simulating weather, post-processing model output, and visualizing the results. Upon a successful completion of the course study, students will gain knowledge about how atmospheric models are built and how they work, as well as how the modeling products can be interpreted and applied in weather and climate predictions, and how they can be used as a tool in atmospheric studies.

Beginning with an overview of weather and climate, atmosphere and Earth's climate system, the history of climate and weather modeling will be introduced; followed by the climate models from simple to complex, and then weather models. The conceptual basics of models, including laws of conservation, mathematical equations, difference schemes, modeling grids and resolution will be covered. The introduction of model structures and components, including dynamic framework and various physics parameterizations will lead to an overview of modern climate and weather modeling systems available for operational and research applications.

Lab practice of a state-of-the-art weather model will introduce students to high performance computing environment, including basic UNIX/Linux operating system and Fortran programming, and will acquaint students with the procedures of running model simulations, including model configuration and experiment design, preparation of input data, post-processing of model output, and visualization.

### **Required Textbook:**

Numerical Weather and Climate Prediction, by Thomas T. Warner, Cambridge University Press, 2011

### **Suggested Reference:**

*A First course in atmospheric numerical modeling*, by A. DeCaria and G. Van Knowe.  
Sundog publishing, 2014

*A Climate Modelling Primer*, 3<sup>rd</sup> Edition, by K. McGuffie, Wiley, 2005

*Atmospheric modeling, data assimilation, and predictability*, by Eugenia Kalnay, New York:  
Cambridge University Press, c2003.

*Fundamentals of Atmospheric Modeling*, 2<sup>nd</sup> Edition, by Mark Z. Jacobson, Cambridge, 2005

*Mesoscale Meteorological Modeling*, 2<sup>nd</sup> Edition, by Roger. A. Pielke Sr., Academic Press,  
2002

### **Course Format:**

You are expected to accomplish ALL of the following:

1. Attend two 55-minutes lectures and one 55-minutes lab work/discussions per week
2. Read assigned reading materials
3. Learn the assigned online modules and complete the quizzes
4. Finish and turn in homework in a timely manner. A 24-hour late will reduce 10% of your homework grade. If you know you are not going to be in class on the due date, please turn in early.
5. Research project of weather modeling. You are required to write a 6- to 8-page (single-space) project report in research paper format (e.g., AMS journals) based on your chosen modeling case study. You are required to give a 10-minute oral presentation in class on your paper.

**\*\* The project paper/report should provide a title, an abstract, an introduction that includes a critical review of the assigned readings and other closely related articles from your research, model configuration, experiment design, result analysis (with figures and/or tables), conclusion, and references. Use your own words. Copy & Paste of whole sentences and paragraphs are not accepted. Plagiarism will result ZERO points for your paper.**

**\*\* Graduate students will conduct further research after consulting with the professor. And the paper needs to be at least 8 pages in length.**

### **Academic Honesty:**

Students are expected to maintain academic honesty at all times. Any violation will not be tolerated and appropriate actions will be taken according to University policies.

### **Disability Services:**

In compliance with university policy, students with disabilities who require academic adjustment and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270 745 5004; TTY is 270 745 3030. Per university policy, please DO NOT request accommodations directly

from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### **Attendance Policy:**

Attendance will be taken randomly. Excessive unexcused absences will disqualify you from getting curved (if there's any). Although there is no attendance point, please be aware that there will be lab practice and homework assignments in almost every class. Missing classes will cause you to spend more time on the missed work. ALL excused absences need written notification and documentation, from sources like: a physician, a team (marching band, cheer leader, debate team, etc.) coach, death notices and so on.

### **Exams:**

Two mid-term in-class exams, each worth of 15%, and one final exam worth of 20% will consist of multiple choices, short answer, problem solving, and short essay. By the nature of this course, all exams will be cumulative.

Exam dates are listed in the schedule. Please make every effort to be in class for scheduled exams. If you **MUST** miss an exam and have a reasonable excuse with documents, see the instructor or the departmental secretary 24 hours within the scheduled exam that will be/was missed. Make-up exam will be arranged at the earliest time available. If you fail to receive approval for a make-up exam within the allowed time frame, you will not be allowed a make-up for any reason. A grade "0" will be given in these instances.

### **Grades:**

First mid-term exam	15%
Second mid-term exam	15%
Online learning and quizzes	10%
Homework assignments	10%
Research project (literature review 5, proposal 5, draft paper <b>10</b> , final paper <b>20</b> , presentation <b>10</b> )	<b>50%</b>
<hr/>	
Total	100%

Letter Grades:	A	90-100%
	B	80-89%
	C	70-79%
	D	60-69%
	F	< 60%

### **Lap-tops, iPhones, iPods, cell phones, or other tablet-related devices:**

Any activities that distract not only your fellow classmates, but also yourself are not allowed in the classroom. There is ZERO tolerance of using internet, Email, and chatting in the classroom. Phones should be powered off upon walking in the classroom.

## Departmental Drop Policy:

The Department of Geography and Geology strictly adheres to the course drop policy found in the Undergraduate and Graduate Catalogs. **It is the sole responsibility of individual students** to meet the cited deadlines for dropping a course. In exceptional cases, the deadline for schedule changes (dropping a course) may be waived. The successful waiver will require written description of extenuating circumstances and relevant documentation. Poor academic performance, general malaise, or undocumented general malaise, or undocumented general stress factors are not considered as legitimate extenuating circumstances. Since granting of waivers are rare, we urge you to follow the established guidelines

## Tentative Course Outline and Reading Schedule

Wk	Date	Day	Topic	Reading/Lab	Homework or MetEd assignment due
1	08/27	Mon	Syllabus/Introduction		
	08/29	Wed	Atmospheric sciences to Numerical weather modeling	Ch. 1, 3.1	
	08/31	Fri		Computer systems Linux basics	<a href="#">Weather and the Built Environment</a>
2	09/03	Mon	Weather and Climate Drivers		Linux Practice
	09/05	Wed	Forcing, Feedback, Sensitivity		
	09/07	Fri		More Linux, file, dir, path	<a href="#">Introduction to Climatology</a> Literature review HW2
3	09/10	Mon	Global Energy Balance: A simple energy balance model		Linux HW1
	09/12	Wed	Climate models – simple to complex		Read NCL overview, ex1
	09/14	Fri		NCL intro	<a href="#">How NWP Fits into the Forecast Process</a>
4	09/17	Mon	Solving Equations Numerically: 1) Model Frameworks	3.1, 3.2	NCL practice HW3
	09/19	Wed	More NCL (HW2)		
	09/21	Fri		Go over HW2	<a href="#">Model Fundamentals - version 2</a>
5	09/24	Mon	WRF model overview Model applications	14.1, 14.4, 14.10	Literature summary on focused
	09/26	Wed	Review		NCL HW4
	09/28	Fri		WRF model setup (1)	<a href="#">How Mesoscale Models Work</a>
6	10/01	Mon	Exam I		
	10/03	Wed	Research Topics: (e.g. Land surface)	10.1, 10.6	
	10/05	Fri	(Fall Break –No Class)		
7	10/08	Mon	Solving Equations Numerically: 2) Differencing Methods	3.3	
	10/10	Wed	Solving Equations Numerically:	3.4.1 ~ 3.4.5	Proposal/outline (layout of

			3) Computational Stability		term paper)
	10/12	Fri		Model configuration	<a href="#">Impact of Model Structure and Dynamics - version 2</a>
8	10/15	Mon	Lateral Boundary Conditions	3.5	
	10/17	Wed	Initial Conditions	6.1, 6.2, 6.4, 6.10	
	10/19	Fri		Experiment design	<a href="#">How Models Produce Precipitation and Clouds - version 2</a>
9	10/22	Mon	Model Physics: Clouds and Precipitation	4.1, 4.2, 4.3	Revised proposal
	10/24	Wed	Model Physics: Turbulence and Radiation	4.4, 4.5	
	10/26	Fri		Run Model Components	<a href="#">Influence of Model Physics on NWP Forecasts - version 2</a>
10	10/29	Mon	Model Physics: Land surface processes	5.1, 5.2, 5.4, 5.8	Model results
	10/31	Wed	Analyzing model output	Ch. 11	
	11/02	Fri		Visualization	<a href="#">Intelligent Use of Model-Derived Products - version 2</a>
11	11/05	Mon	<i>Review</i>		Model results
	11/07	Wed	<i>Exam II</i>		
	11/09	Fri		Run Model Components	<a href="#">Effective Use of High-Resolution Models</a>
12	11/12	Mon	Model verification	9.1 ~ 9.5	
	11/14	Wed	Statistical analysis of model output	Ch. 13	
	11/16	Fri		Calculating Metrics	<a href="#">Understanding Assimilation Systems: How Models Create Their Initial Conditions - version 2</a>
13	11/19	Mon	Model-based research (e.g., sensitivity studies)	Ch. 10	
	11/21	Wed	<i>(Thanksgiving – No Class)</i>		
	11/23	Fri	<i>(Thanksgiving – No Class)</i>		
14	11/26	Mon	More on model verification	9.5, 9.11, 9.12	HW: first few sections of paper
	11/28	Wed	Model verification (precip)	6.3, 6.5, 6.7, 6.8	
	11/30	Fri		Model verification (comparisons)	
15	12/03	Mon	Paper writing		
	12/05	Wed	Result analysis		<b>Draft paper</b>
	12/07	Fri	Student presentation	(10 minutes each)	
<b>16</b>	<b>12/14</b>	<b>Fri</b>	<b>Final Paper due (5:00 pm)</b>		



**Ogden College of Science and Engineering**  
Department of Geography and Geology  
Proposal to Revise a Program  
(Action item)

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

**1. Identification of program**

- 1.1     Program Reference Number: 072
- 1.2     Current Program Title: Master of Science in Geoscience
- 1.3     Credit hours: 30 hours

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

- Revise Program to specify admission requirements.

**3. Detailed program description:**

Current Program	Proposed Program
MS Geoscience Thesis Program (30 hours)	MS Geoscience Thesis Program (30 hours)
	Admission Requirements: * GRE score, with a minimum 3.5 score on the GRE Analytical Writing component, and a 3.0 overall undergraduate GPA. * Minimum of 18 hours of science courses at the undergraduate level, preferably in the geosciences. * A one-page statement of research interests. * Written evidence of an agreement from a graduate faculty member in the Department of Geography and Geology willing to supervise the proposed research project. ** Passing grade (C or higher) in an introductory GIS course (GEOG 316/317) and in Spatial Data Analysis (GEOG 391) at the undergraduate level - students can take these courses as preparatory courses if they have not previously taken these courses. If taken as a graduate student, a grade of “B” or better is required.

<u>Program Core</u> 17-18 hours		<u>Program Core</u> 17-18 hours	
GEOS 500 Geoscience Research	4	GEOS 500 Geoscience Research	4
GEOS 520 Geoscience Data	4	GEOS 520 Geoscience Data	4
Students choose <u>one</u> of the following methods courses based on their <u>Research Concentration</u> :		Students choose <u>one</u> of the following methods courses based on their <u>Research Concentration</u> :	
	3-4		3-4
Physical:		Physical:	
GEOS 502 Field Research	4	GEOS 502 Field Research	4
Geographic Information Science:		Geographic Information Science:	
GEOS 523 Urban GIS Apps	4	GEOS 523 Urban GIS Apps	4
Cultural:		Cultural:	
GEOS 530 Cultural	4	GEOS 530 Cultural	4
Environment:		Environment:	
GEOS 587 Law and Policy	3	GEOS 587 Law and Policy	3
Climate:		Climate:	
GEOS 555 Global Change	3	GEOS 555 Global Change	3
GEOS 599 Research Thesis	6	GEOS 599 Research Thesis	6
<u>Concentration Electives**</u> 12-13 hours		<u>Concentration Electives**</u> 12-13 hours	
At least 12 hours of graduate coursework in the specified <u>Research Concentration</u> approved by the thesis director and selected from the following electives:		At least 12 hours of graduate coursework in the specified <u>Research Concentration</u> approved by the thesis director and selected from the following electives:	
<b>CONCENTRATION</b>		<b>CONCENTRATION</b>	
Physical Science:		Physical Science:	
GEOS 510 Research Topics	3	GEOS 510 Research Topics	3
GEOS 515 Remote Sensing	4	GEOS 515 Remote Sensing	4
GEOS 521 Geomorphology	3	GEOS 521 Geomorphology	3
GEOS 559 Hydrological Fluid	3	GEOS 559 Hydrological Fluid	3
GEOS 566 Karst Geoscience	3	GEOS 566 Karst Geoscience	3
GEOS 595 Geoscience Practicum	3	GEOS 595 Geoscience Practicum	3
GEOG 427G Water Resources	3	GEOG 427G Water Resources	3
GEOG 428G Applied Groundwater	3	GEOG 428G Applied Groundwater	3
GEOL 4xxG Any Geology course	3	GEOL 4xxG Any Geology course	3
<b>CONCENTRATION</b>		<b>CONCENTRATION</b>	
Cultural Science:		Cultural Science:	
GEOS 501 Geoscience Development	3	GEOS 501 Geoscience Development	3
GEOS 507 Concepts/Skills for Teach	3	GEOS 507 Concepts/Skills for Teach	3
GEOS 510 Research Topics	3	GEOS 510 Research Topics	3
GEOS 525 Political Geography	3	GEOS 525 Political Geography	3
GEOS 534 Historic Preservation	3	GEOS 534 Historic Preservation	3
GEOS 540 Regional Geography	3	GEOS 540 Regional Geography	3
GEOS 550 Economic Geography	3	GEOS 550 Economic Geography	3
GEOS 580 Urban Geography	3	GEOS 580 Urban Geography	3
GEOS 585 Population Geography	3	GEOS 585 Population Geography	3

GEOS 595 Geoscience Practicum	3	GEOS 595 Geoscience Practicum	3
GEOG 451G Geography Kentucky	3	GEOG 451G Geography Kentucky	3
<b>CONCENTRATION</b>		<b>CONCENTRATION</b>	
Geographical Information Science:		Geographical Information Science:	
GEOS 510 Research Topics	3	GEOS 510 Research Topics	3
GEOS 515 Remote Sensing	4	GEOS 515 Remote Sensing	4
GEOS 517 Spatial Databases	3	GEOS 517 Spatial Databases	3
GEOS 577 Special Topics GIS	3	GEOS 577 Special Topics GIS	3
GEOS 584 Advanced Planning	3	GEOS 584 Advanced Planning	3
GEOS 590 Experimental Design	3	GEOS 590 Experimental Design	3
GEOS 595 Geoscience Practicum	3	GEOS 595 Geoscience Practicum	3
GEOG 417G GIS Analysis	3	GEOG 417G GIS Analysis	3
GEOG 419G GIS Programming	3	GEOG 419G GIS Programming	3
<b>CONCENTRATION</b>		<b>CONCENTRATION</b>	
Environmental Science:		Environmental Science:	
GEOS 505 Biogeography	3	GEOS 505 Biogeography	3
GEOS 506 Environment Seminar	3	GEOS 506 Environment Seminar	3
GEOS 510 Research Topics	3	GEOS 510 Research Topics	3
GEOS 515 Remote Sensing	4	GEOS 515 Remote Sensing	4
GEOS 543 Env Science Concepts	3	GEOS 543 Env Science Concepts	3
GEOS 544 Environmental Ethics	3	GEOS 544 Environmental Ethics	3
GEOS 571 Quality of Life	3	GEOS 571 Quality of Life	3
GEOS 595 Geoscience Practicum	3	GEOS 595 Geoscience Practicum	3
GEOG 474G Environment Planning	3	GEOG 474G Environment Planning	3
GEOL 415G Environmental Geology	3	GEOL 415G Environmental Geology	3
<b>CONCENTRATION</b>		<b>CONCENTRATION</b>	
Climate Science:		Climate Science:	
GEOS 510 Research Topics	3	GEOS 510 Research Topics	3
GEOS 515 Remote Sensing	4	GEOS 515 Remote Sensing	4
GEOS 522 Physical Climatology	3	GEOS 522 Physical Climatology	3
GEOS 533 Synoptic Meteorology	3	GEOS 533 Synoptic Meteorology	3
GEOS 535 Dynamic Meteorology II	3	GEOS 535 Dynamic Meteorology II	3
GEOS 537 Mesoscale Meteorology	3	GEOS 537 Mesoscale Meteorology	3
GEOS 538 Physical Meteorology	3	GEOS 538 Physical Meteorology	3
GEOS 539 Atmospheric Modeling	3	GEOS 539 Atmospheric Modeling	3
GEOS 595 Geoscience Practicum	3	GEOS 595 Geoscience Practicum	3
GEOG 424G Weather Analysis	3	GEOG 424G Weather Analysis	3
**A maximum of six hours of advisor-approved electives that are consistent with the student's <u>Research Concentration</u> interests may be selected from other departments or from other Geoscience concentrations		** A maximum of six hours of advisor-approved electives that are consistent with the student's <u>Research Concentration</u> interests may be selected from other departments or from other Geoscience concentrations	
PROGRAM TOTAL 30 hours		PROGRAM TOTAL 30 hours	

#### 4. Rationale for the proposed program changes:

- The Department has been advised by the Graduate School to incorporate specific admission requirements into the program description.

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

- Term: Fall 2015

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

Geography and Geology Graduate Committee

8/20/2014

OCSE Graduate Curriculum Committee

09/26/2014

Graduate Council

10-9-14

University Senate

Attachment: [Program Inventory Form](#)

Proposal Date: May 7, 2014

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

Contact Person: Gail Kirby, [gail.kirby@wku.edu](mailto:gail.kirby@wku.edu), 5-3746

**1. Identification of program:**

- 1.1 Current program reference number: #132
- 1.2 Current program title: Endorsement: Director of Special Education
- 1.3 Credit hours: 27

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

- Addition to Admission Requirements: Letter of Application and current resume/vita with goals and verification of 3 years experience in a certified position as either a special education teacher or a school psychologist with exceptional children to admission requirements.
- Deleted admission requirement #3.
- Reorganization of program prerequisites to allow more flexibility to accommodate the diverse backgrounds of applicants of this program.
- Reduction of total hours required to be recommended for the endorsement only.

**3. Detailed program description:**

CURRENT PROGRAM Endorsement: Director of Special Education Ref.# 132 (Certification Only)	PROPOSED PROGRAM Endorsement: Director of Special Education Ref.# 132 (Certification Only)
The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at <a href="http://www.wku.edu/ste">www.wku.edu/ste</a>	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at <a href="http://www.wku.edu/ste">www.wku.edu/ste</a>
<b>ADMISSION REQUIREMENTS:</b> <ul style="list-style-type: none"><li>1. Has submitted an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist.</li><li>2. Has a master's degree from an accredited institution.</li><li>3. <del>Has been recommended for admission by the Special Education Graduate Admission</del></li></ul>	<b>ADMISSION REQUIREMENTS:</b> <ul style="list-style-type: none"><li>1. <b>Submit</b> an application to the Graduate School, including a copy of current, valid teaching certificate for exceptional children or school psychologist.</li><li>2. <b>Submit documentation of earned</b> master's degree from an accredited institution.</li><li>3. <b>Submit a current vita/resume and letter of application indicating goals, and a</b></li></ul>

<p>Committee:</p> <ol style="list-style-type: none"> <li>Has completed three years full-time appropriate teaching experience with exceptional children or as a school-psychologist.</li> <li>Has a 3.2 GPA or above on all graduate work.</li> </ol>	<p><b>statement verifying that he/she has completed at least 3 years of full-time appropriate teaching experience with exceptional children or as a school psychologist.</b></p> <ol style="list-style-type: none"> <li><b>Submit documentation</b> of three years full-time appropriate teaching experience with exceptional children or as a school-psychologist.</li> <li><b>Submit documentation</b> of a 3.2 GPA or above on all graduate <b>course</b> work.</li> </ol>
<p>PROGRAM REQUIREMENTS LEVEL I <u>Prerequisite Courses</u> <del>EDFN 500 Research Methods</del></p> <p><del>Three Hours from the following:</del> <del>SPED 330 Introduction to Exceptional Education</del> <del>SPED 516 The Exceptional Child</del></p> <p><del>Three Hours from the following:</del> <del>SPED 518 Seminar: Contemporary Issues in Special Education</del> <del>SPED 510 Seminar: Speech Pathology</del> <del>CNS 663: Counseling the Exceptional Child and Parent</del></p> <p><del>Three Hours from the following:</del> <del>ELED 503 Organization of the Elementary School Curriculum</del> <del>SEC 580 The Curriculum</del> <del>MGE 571 Middle School Curriculum</del> <del>EDAD 683 Seminar in Curriculum Development</del></p> <p><del>Three Hours from the following:</del> <del>SPED 533 Seminar: Curriculum for Learning and Behavior Disorders</del> <del>SPED 535 Seminar: Curriculum for Moderate and Severe Disabilities</del> <del>OR an advisor selected substitute</del></p>	<p>PROGRAM REQUIREMENTS LEVEL I <b>Director of Special Education Endorsement</b> <u>Prerequisite Courses</u> <b>Graduate level Research Methods course completed within the past 10 years.</b></p> <p><b>Introductory Special Education Course completed within the past ten years</b></p> <p><b>Completion of 6 hours of Graduate Level Curriculum Course from the following:</b> <b>SEC 580 The Curriculum (3 hrs.)</b> <b>ELED 503 Organization of the Elementary School Curriculum (3 hrs.)</b> <b>MGE 571 The Middle School Curriculum (3hrs.)</b> <b>EDAD 683 Seminar in Curriculum Development (3 hrs.)</b> <b>OR Advisor approved Curriculum Course (3 hrs.)</b></p>

<p><u>Required Courses:</u></p> <p>EDAD 585 Fundamentals of School Administration</p> <p>EDAD 677 School Law</p> <p>EDAD/SPED 620 Seminar in the Administration of Special Education</p> <p>EDAD/SPED 625 Practicum in the Administration of Special Education</p> <p>EDAD/SPED 630 Special Education Law and Finance</p> <p>Total Required Hours for Level I Endorsement: 27 hours</p> <p>Level II – Certification Program Course Work – 6 Hours</p> <p>Required Courses</p> <p>EDAD 598 Field Based Experience in Education Administration &amp; Supervision (Special Education)</p> <p>EDAD 686 Principles of Supervision</p>	<p><u>Required Courses: 15 hours</u></p> <p>EDAD 585 Fundamentals of School Administration (3 hrs.)</p> <p>EDAD 677 School Law (3 hrs.)</p> <p>SPED/EDAD 620 Seminar in the Administration of Special Education (3 hrs.)</p> <p>SPED/EDAD 625 Practicum in Administration of Special (3 hrs.)</p> <p>SPED/EDAD 630 Special Education Law and Finance (3 hrs.)</p> <p><b>Total Required Hours for Level I Endorsement: 15 hours</b></p> <p><i>Students must be admitted to the program and have a program of study on file with teacher certification to be eligible for a recommendation of certification.</i></p> <p><b>LEVEL II</b></p> <p><b>REQUIRES ALL LEVEL I COURSE WORK IN ADDITION TO 6 HOURS BELOW:</b></p> <p><i>Required Courses – 6 HOURS</i></p> <p>EDAD 598 Field Based Experience in Education Administration &amp; Supervision (Special Education) (3 hrs)</p> <p>EDAD 686 Principles of Supervision (3 hrs)</p>

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

- Current admission requirements do not require students to document years of experience, which is required by the KY EPSB as a prerequisite to entering the Director of Special Education program. Advisors currently must contact student to verify their years of experience and this slows down the admission process.

- The addition of the letter of application and current resume/vita will replace the admission requirement to be recommended by a committee, therefore streamlining the admission process.
- The program descriptions and requirements in the approved EPSB folio, the catalog, and the website are not consistent. Revising the program will clarify for students, faculty advisors, the office of teacher certification, and the graduate school all requirements and make published descriptions and approved descriptions consistent. Rather than listing specific courses required for the prerequisites, the proposed changes describe the type of course needed so students from various backgrounds will be able to choose courses that fit in to broad categories as opposed to specific courses. In the current program, some courses are listed as being a pre-requisite *and* as a core requirement. Rearranging the requirements allows for more clarity and flexibility for prospective students.
- The current Endorsement for Director of Special Education program requires too many hours compared to comparable programs across the state and students who already hold a Rank I want only the endorsement and not a rank change. There is also a Rank I program for Director of Special Education, which requires 30 unduplicated hours of course work.

**5. Proposed term for implementation and special provisions (if applicable): Spring 2015**

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

School of Teacher Education	<u>May 14, 2014</u>
CEBS College Curriculum Committee	<u>August 5, 2014</u>
Professional Education Council (if applicable)	<u>August 13, 2014</u>
Graduate Council	<u>10-9-14</u>
University Senate	<u></u>





A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH

To: WKU Constituencies evaluating MFA in Creative Writing Proposal

From: WKU English Department

Date: September 15, 2014

The Graduate Council's Proposal for a New Master's Degree form is based on the Committee on Postsecondary Education's full proposal form. The full proposal form does not include a program description because that form assumes that the pre-proposal form, which does include a program description, has been reviewed. To facilitate understanding of our proposal, we have included a program description below.

The Department of English at Western Kentucky University (WKU) proposes to offer a program of study leading to the Master of Fine Arts (MFA) degree. The purpose of the MFA program is to provide students pursuing vocations in creative writing the opportunity to acquire the background and knowledge required to be leading citizens of what Vachel Lindsay calls the "Republic of Letters." The program primarily prepares students for lives as writers of novels, short fiction, creative nonfiction, scripts, and poetry and related pursuits such as teaching, literary editing and publishing. Our students will also complete a secondary concentration in literature, composition/rhetoric, or teaching English as a second language in order to give them additional options for employment after graduation. The two-year residential program of study consists of 45 credit hours of graduate course work, culminating in rigorous comprehensive exams and the completion of a publishable creative thesis in fiction, poetry, scriptwriting, or creative nonfiction.

Students begin the program of study with an Introduction to Creative Writing Studies course, which introduces them to the history and trends of creative writing as an academic discipline, creative writing pedagogy, the business and culture of creative writing, and literary citizenship. Along with three standard creative writing workshops typical in MFA programs where students will hone their craft, they will also take a class on reading as a writer in which they will discuss the techniques and history of the craft of creative writing and learn to apply various literary techniques to their own poetry, literary fiction, creative nonfiction, and scriptwriting. In addition, students will complete one thesis hour in the summer before they graduate to begin thinking about their final creative project and allow for more careful planning to produce a higher quality manuscript. In terms of career preparation, we recognize that many students may not be able to become full-time writers on graduation, so we have developed pieces that will prepare them for supplementary employment. All students will tutor in our writing center, take a course in the pedagogy of composition and rhetoric, and normally teach four undergraduate classes before graduation to prepare them for possible teaching jobs and/or make them more attractive candidates for PhD programs. Students will complete course work in one of three secondary concentrations that are more career related: the literature concentration will prepare them for teaching jobs; the composition/rhetoric track will also prepare them for work as composition teachers, editors, and professional writers; the teaching English as a second language track will prepare them for

work in a high-demand field in this country or abroad. Students will also enroll in two free elective courses in the English Department that will allow them to explore additional interests and customize their programs to suit their individual needs. Finally, students will complete two internships related to creative writing and/or their career interest to give them real-world experience outside of the classroom so that they may better position themselves for professional work and create opportunities for community engagement.

This table illustrates the program of study, which takes place over two full years—four full semesters, and two summer semesters:

<b>Course</b>	<b>Hours</b>
ENG507, Intro to Creative Writing Studies*	3
ENG 510, Rhetoric & Writing	3
ENG 512, Reading as a Writer*	3
ENG 501 Graduate Writing Workshop, 3Workshops	9
ENG515 2 Internship (2hr and 1hr)*	3
4 Secondary	12
2 Electives	6
ENG599 Thesis	6
<b>TOTAL</b>	<b>45</b>

\*indicates a new course

## Graduate Academic Degree Type – Create New (Action)

Date: September 19, 2014

College: Potter College of Arts & Letters

Department: English

Contact Person: Rob Hale, [rob.hale@wku.edu](mailto:rob.hale@wku.edu), 745-5776

### 1. Identification of Academic Degree Type:

- 1.1 Academic degree type name: Master of Fine Arts
- 1.2 Standard degree type abbreviation (eg. MA, MS, DNP): MFA

### 2. Rationale:

- 2.1 Reason for developing the proposed academic degree type: Many universities have MFA programs to provide creative training in the arts. This degree type is the standard for a terminal degree in the field and will provide fine arts students with comprehensive opportunities to refine their craft. The English Department is proposing an MFA in Creative Writing to provide a further venue for students in our region and in the nation to develop their talents. Other departments with fine arts programs at WKU also have talented faculty that could mentor students in artistic fields if they decide to develop an MFA.
- 2.2 Document need for academic degree type (eg. for professional certification, program accreditation, licensure, career advancement, higher education in academic field, etc): WKU has recently inaugurated new degree types in science and business fields (i.e., the Associate of Science in Nursing (ASN) and the Master of Accountancy, and the MFA will allow the university to provide a broader range of degree types for students interested in the arts. While WKU currently offers an M.A. in English with a concentration in creative writing, the MFA is a terminal degree in the field and will give students a more comprehensive experience in our discipline that will lead to more professional opportunities. Furthermore, other arts-oriented programs could possibly offer MFAs in their disciplines.
- 2.3 List other universities in Kentucky and other states (including programs at benchmark institutions) offering this academic degree type: University of Kentucky, University of Louisville, Murray State University, Spalding University, Eastern Kentucky University, Florida Atlantic University, Northern Arizona University, Wichita State University.
- 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 Association of Writers and Writing Programs explains the hallmarks of a successful MFA in Creating writing ([https://www.awpwriter.org/programs\\_conferences/directors\\_handbook\\_hallmarks\\_of\\_a\\_successful\\_mfa\\_program\\_in\\_creative\\_writing](https://www.awpwriter.org/programs_conferences/directors_handbook_hallmarks_of_a_successful_mfa_program_in_creative_writing)).
- 2.5 Relationship of the proposed degree type to other academic degree types now offered by the university: The English Department currently offers an M.A. with an emphasis in creative writing and a B.A. in English with an emphasis in Creative Writing. This program will be a natural extension of those programs in our department because creative writing students will be able to additional courses in the field. In addition, MFA students will take courses in a secondary area (composition/writing).
- 2.6 Current WKU programs that may potentially offer this degree type: None known.
- 2.7 Projected number of annual graduates in the proposed degree type: The English Department anticipates six graduates annually—we will have funding for six students each year for the program.

**3. Term for implementation:** Fall 2015

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

English Department	<u><b>9/19/2014</b></u>
Potter College Curriculum Committee	<u><b>9/29/2014</b></u>
Consultation with CPE through Provost's Office	_____
Graduate Council	<u>10-9-14</u>
University Senate	_____
Board of Regents	_____

**PROPOSAL FOR NEW MASTER'S PROGRAM**

\_\_\_\_\_WESTERN KENTUCKY UNIVERSITY\_\_\_\_\_  
Institution Submitting Proposal

\_\_\_\_\_MASTER OF FINE ARTS\_\_\_\_\_  
Degree Designation as on Diploma

\_\_\_\_\_MASTER OF FINE ARTS IN CREATIVE WRITING\_\_\_\_\_  
Title of Proposed Degree Program

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EEO Status	_____
CIP Code	_____23.1302_____
Academic Unit (e.g. Department, Division, School)	_____DEPARTMENT_____
Name of Academic Unit	_____ENGLISH_____
Name of Program Director	_____DAVID BELL_____
Intended Date of Implementation	_____FALL 2015_____
Anticipated Date for Granting First Degrees	_____SUMMER 2017_____
Date of Governing Board Approval	_____
Name, Title and Information of Contact Person	_____ROB HALE, HEAD OF ENGLISH_____
	_____WESTERN KENTUCKY UNIVERSITY_____
	_____1906 COLLEGE HEIGHTS AVE. 11086_____
	_____BOWLING GREEN, KY 42101_____
	_____rob.hale@wku.edu; 270-745-5776_____

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Date of CPE Approval \_\_\_\_\_

## Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy.

### Centrality to the Institution's Mission and Consistency with State's Goals

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan.

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.
  1. *To provide the environment for students to develop the habits of mind necessary for sustained practice of the production of literary texts of publishable value.*
  2. *To produce MFA graduates who are distinct from many graduates of other MFA programs in that each of our MFA graduates will have earned a secondary emphasis in either Composition/Rhetoric, Literature, or Teaching English as a Second Language (TESL). This coursework will help prepare WKU's creative writing graduate students for further graduate work and/or for an increasingly competitive job market.*
  3. *To build a community of writers who support and challenge one another.*
  4. *To provide students with guidance as they develop their abilities to write creatively and generate creative texts of professional quality.*
  5. *To encourage students to cultivate habits of self-education that will foster life-long growth.*
  6. *To help students develop an appreciation for (and critical opinions of) literary work currently being published, winning awards, and being reviewed.*
  7. *To help students network with each other and with visiting writers, visiting editors, regular MFA faculty, and distinguished visiting faculty members.*
  8. *To prepare students to spread their love of literary writing in their communities via both traditional media and new media in the form of writing groups, book circles, public readings, blogs, and publishing projects.*
2. Explain how the proposed program relates to the institutional mission and academic plan.

*The MFA in Creative Writing 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." Creative writers produce works that reflect and reimagine the local community, region, nation, and world. We will attract students from our region and from across the nation. Studying literature allows readers to transcend their own situations and imaginatively experience lives of people from diverse backgrounds. The internship component of our program will encourage students to bring the creative arts into local communities by teaching creative writing classes or organizing readings at schools, community centers, retirement homes, or international centers to enhance the quality of life of their constituents. The secondary concentration portion of our program in literature, composition/rhetoric, or teaching English as a second language will position graduates to have fiscally productive and stable professional lives as they develop their craft.*

*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. In particular it will meet "OBJECTIVE 1.4 PROMOTE RESEARCH, CREATIVE AND SCHOLARLY ACTIVITY BY FACULTY AND STUDENTS" because the MFA program is designed to help students craft their own creative works by writing a thesis that will eventually be published as works such as novels, collections of poems, memoirs, or scripts. As such, the program contributes to the Practica/Theses/Dissertations metric, as well as the REACH Week metric. In addition, since the MFA is a professional, terminal degree, the program also contributes to the strategy to "develop new professional programs." The program also meets "OBJECTIVE 3.2 ENRICH THE CULTURAL MILIEU AND QUALITY OF LIFE IN THE REGION." Our program will sponsor additional public readings and will also generate new audience members for the readings (Metric 2).*

3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.

*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 MFA ties directly to Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach. As described above, the internship piece of our MFA program encourages community outreach and public service. The literary works that our students produce will enrich the lives of their readers as well.*

4. Explain how the proposed program furthers the statewide implementation plan.

*The MFA in Creative Writing program embodies the values of "implementing the strategic agenda" as described in the CPE's "Stronger by Degrees" document. In particular, we are pleased to have "adequate funding," which WKU is willing to provide in the form of one faculty position, tuition waivers, and graduate assistant stipends. In addition, "accountability" is reflected as we assess student learning, faculty teaching, and program effectiveness annually (as described in section E later in this document). "Reporting and benchmarking" are also important features as we will use WKU's Digital Measures web-based accountability platform to track student learning, faculty teaching, and program effectiveness. As described in section C2 of this document, eventual employment is an "incentive" hallmark of our new program—we prepare students for lives as writers but also with secondary concentrations that will enhance their marketability in the workforce. Our program definitely "balances quality and quantity" in the efficiency of design. We are only adding three new courses to our current curriculum and are strategically packaging a degree program that leverages existing courses that are currently moderately enrolled. Because of the high demand for MFA programs (see section C of this document), we are confident that we will attract talented and ambitious students to our program.*

### **Program Quality and Student Success**

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. List all student learning outcomes of the program.

1. *Students will demonstrate the ability to read as writers, with a detective's eye for detail, always seeking to learn more about the craft of writing.*
2. *Students will demonstrate the skill to produce publishable, award-winning works.*
3. *Students will demonstrate that they have the knowledge for rewarding careers in creative writing, composition, literature, and/or literary editing.*
4. *Students will demonstrate knowledge of skills and perspectives on life-long learning as it relates to personal and professional development.*
5. *Students will demonstrate that they have adequate professional knowledge in one of three secondary career concentrations in Teaching English as a Second Language, Composition/Rhetoric, or Literature.*
6. *Students will demonstrate that they have the skills to build literary communities via writing groups, book circles, public readings, blogs, and publishing projects such as small literary presses and both print and online journals.*
7. *Students will demonstrate that they have the skills to be comfortable and competent public readers of their work.*

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

- *By including literature courses, a literary editing internship, and the Reading as a Writer course, and through comprehensive exams, we will inculcate a deep sense of the reciprocal relationship between reading and writing.*
- *A rigorous battery of workshops and a protracted sequence of thesis hours will help students develop into authors.*
- *By offering fully-funded graduate teaching assistantships, teacher training, teaching internships, editing internships, and a course unit in creative writing pedagogy, we will prepare students for an assortment of professional opportunities as teachers, and by offering graduate editing assistantships, editing internships, and elective courses in our department's Professional Writing concentration, we will help prepare students for careers in literary publishing.*
- *By requiring our students to augment their creative writing studies with a twelve-hour secondary emphasis in one of our English department's other tracks: Teaching English as a Second Language (TESL), Composition/Rhetoric, or Literature, we will empower our students professionally and improve their chances of attending further graduate studies if they so choose.*
- *Our internships, along with a Literary Citizenship unit within our Introduction to Creative Writing Studies course, will prepare students to be leaders within their local literary communities.*
- *Our students will give public readings and they will have good models, through our visiting writers series and the annual Jim Wayne Miller festival. They will also receive training on oral delivery as part of their coursework in Introduction to Creative Writing Studies.*

3. Highlight any distinctive qualities of this proposed program.

*Our program has a number of distinctive features. Most importantly, the program itself has a distinctive, comprehensive design and clear trajectory that nurtures students to the completion of their degree with an eye toward employment after graduation. Students begin the program of study with an Introduction to Creative Writing Studies course, which introduces them to the history and trends of creative writing as an academic discipline, creative writing pedagogy, the business and culture of creative writing, and literary citizenship. Along with standard creative writing workshops typical in MFA programs where they will hone their craft, they will also take a class on reading as a writer where they will discuss the techniques and history of the craft of creative writing and learn to*



*apply various literary techniques to their own poetry, literary fiction, creative nonfiction, and scriptwriting. While most programs tend to lump thesis hours at the end of a program, our students will complete one thesis hour at the end of their first year to begin thinking about their final creative project and allow for more careful planning to produce a higher quality manuscript. In terms of career preparation, we recognize that many students may not be able to become full-time writers on graduation, so we have developed pieces that will prepare them for supplementary employment. All students will tutor in our writing center, take a course in the pedagogy of composition and rhetoric, and normally teach four undergraduate classes before graduation to prepare them for possible teaching jobs and/or make them attractive candidates for PhD programs. Students will complete course work in one of three secondary concentrations that are more career related: the literature concentration will prepare them for teaching jobs; the composition/rhetoric track will also prepare them for work as composition teachers, editors, and professional writers; the teaching English as a second language track will prepare them for work in a high demand field in this country or abroad. Finally, students will complete two internships related to creative writing and/or their career interest to give them real-world experience outside of the classroom so that they may better position themselves for professional work and create opportunities for community engagement.*

*We will also offer courses in scriptwriting, which many MFA programs do not have. We have a very strong and growing film program at WKU, and even though we do not offer graduate degrees in film, we offer some graduate film courses in the English Department that students could take. With Nashville only one hour away from our campus, we see opportunities for internships in the growing film and television industry there.*

*David Bell, an author of highly successful thriller novels, is on our faculty, and we will be one of the few MFA programs nationwide that encourages students to pursue careers as authors of genre fiction.*

*As we have an author and editor of several books of creative writing pedagogy on our faculty, Tom Hunley, we will be well-positioned to train our students in the practice and theory of creative writing pedagogy.*

*Finally, we are in the early stages of developing a relationship with The University of East Anglia, home of one of the United Kingdom's first and most prestigious creative writing programs, and we hope to develop a faculty and student exchange program with them. This would significantly expand the international reach of our program.*

4. Will this program replace or enhance any existing program(s) or concentration(s) within an existing program? **YES**
  - a. If yes, please specify.

*The MFA will supplement the current Creative Writing graduate degree, the M.A. in English with Creative Thesis. It will enhance our current M.A. in English by offering new courses for those students. The program will also bring a strong cadre of MFA students to our M.A. courses, which will raise the level of discourse for all students. It will also enhance our undergraduate creative writing concentration by providing a venue to pursue additional study in creative writing beyond the B.A.*

- b. Include the projected faculty/student in major ratio.

*This is an extremely difficult number to project because we are building the bulk of the program with existing faculty, leveraging seats in current, moderately enrolled courses in our M.A. program. Also, all*

*of the faculty teaching in the program will continue to teach in the existing B.A. programs (English and English for Secondary Teachers) and M.A. program. After the first year, we anticipate twelve students will be enrolled in our program and an full-time equivalent (FTE) of approximately 1, so that the faculty student ratio will be 1:12.*

5. Is there a specialized accrediting agency related to this program? **NO**
  - a. If yes, identify the agency.
  - b. Do you plan to seek accreditation?
  - c. If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.
6. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

*See Appendix A*

7. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.
  - a. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

*Current library resources are sufficient to support this program. The B.A. and M.A. in English programs have allocations of \$37000 for serials and books which will sufficiently support the MFA program. In addition, the university's budget for databases is \$745,000 and will serve our students' research needs extremely well.*

- b. Describe the physical facilities and instructional equipment available to support this program.

*No additional facilities are required. We have sufficient classroom space in Cherry Hall and no instructional equipment is required for this program.*

8. Clearly state the admission, retention, and completion standards designed to encourage high quality.

*Admission: A variety of factors will determine admission to the MFA program. Applicants should have completed a minimum of four undergraduate English courses beyond general education requirements with a GPA of at least 3.0. At least two of the courses should be upper-level English courses. Undergraduate creative writing courses are highly recommended.*

*Applicants should have a minimum undergraduate GPA of 3.0, a score of 4.0 on the GRE Analytical Writing section, and a minimum score of 153 on the Verbal section of the GRE. Additionally, students must have a GAP score of at least 453 [GAP = (Verbal) + (Undergraduate GPA X 100)].*

*Example:*

- Undergraduate GPA of 3.5
  - GRE score Verbal = 150, Quantitative = 150 for a total GRE score of 300
- $300 + (3.5 \times 100) = 650 \text{ GAP}$

*Finally, a great deal of importance will be placed on the creative writing sample the applicants submit with their application. This writing sample will be evaluated by the MFA faculty.*

*Retention: Students will be required to maintain the minimum GPA of 3.0 to remain in good standing in the program. Students will also meet regularly with an advisor in order to be certain they are on track to graduate. An advisor can assist the student with choosing the correct courses, selecting a topic as well as a committee for the thesis, and preparing for the thesis defense.*

*Completion: Students will complete forty-five hours in order to receive an MFA. In addition to the required coursework, students will have to write a thesis—a significant, professional-level work of prose, poetry, or scriptwriting—and defend the thesis as well as a reading list in a two-hour oral exam.*

9. Clearly state the degree completion requirements for the program.

*The MFA in Creative writing is a 45 credit-hour program usually completed over two calendar years of course work. Students will complete 27 hours of core course work including English 507-Introduction to Creative Writing, English 510—Rhetoric and Writing, English 512—Reading as a Writer, 9 hours of English 501—Graduate Writing Workshop, 3 hours of English 515—Internship, and 6 hours of English 599-Thesis. In addition, students will complete 12 hours for a secondary concentration in literature, composition/rhetoric, or teaching English as a second language. Students will also complete 2 free graduate electives in English.*

10. Provide the following information for the program and for each concentration (some categories may not apply to all programs):

- |   |    |
|---|----|
| a. Total number of hours required for degree: | 45 |
| b. Number of hours in degree program core:    | 27 |
| c. Number of hours in concentration:          | 12 |
| d. Number of hours in guided electives:       |    |
| e. Number of hours in free electives:         | 6  |

*Students in the Teaching English to Speakers of other Languages concentration will need to devote one of their free electives to fulfill certificate requirements.*

11. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

*Graduate programs do not generally have articulation agreements, but we are willing to consider a transfer of up to twelve graduate hours from accredited institutions.*

12. List courses under the appropriate curricular headings.

Core Courses				
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Prefix & Number	Course Title	Course Description	Credit Hours	New
ENG507	<i>Intro. to Creative Writing</i>	<i>An introduction to the field of creative writing studies: its history within academia; its pedagogies; and its distinctive culture, including but not limited to common practices in networking, lifelong learning and professional development, and best practices for writers seeking to publish their poetry, fiction, creative nonfiction, and scriptwriting.</i>	3	Y/N
ENG510	<i>Rhetoric &amp; Writing</i>	<i>Rhetorical theories and the practical considerations of college writing instruction. Open to all students but required of teaching assistants prior to their first teaching assignment.</i>	3	Y/N
ENG512	<i>Reading as a Writer</i>	<i>A reading course for creative writers. Students will closely read and discuss literary works and craft essays. They will analyze and emulate the forms and techniques of leading practitioners of poetry, literary fiction, creative nonfiction, and scriptwriting.</i>	3	Y/N
ENG501	<i>Graduate Writing Workshop</i>	<i>Provides a Master's level workshop for students with varied writing interests.</i>	9	Y/N
ENG515	<i>Internship</i>	<i>Professional work experience combined with faculty direction. May be repeated for up to six hours.</i>	3	Y/N
ENG599	<i>Thesis</i>		6	Y/N

*Students will complete nine hours from one secondary concentration. Courses listed below are options.*

Courses in Comp/Rhetoric Concentration				
Prefix & Number	Course Title	Course Description	Credit Hours	New
ENG 401G	<i>Advanced Composition</i>	<i>Theory and practice in reading and writing various genres of non-fiction, including researched essays, cultural critique, exposition, narrative, and argument. Special attention to style, voice, arrangement and advanced writing techniques.</i>	3	Y/N
ENG 402G	<i>Editing and Publishing</i>	<i>Editing collections of student works in several types, including experience in computer text editing, lectures by visiting publishers and editors of books, journals, and newspapers.</i>	3	Y/N
ENG 403G	<i>Writing Memoir and Autobiography</i>	<i>A course in the techniques of writing autobiography; readings will be chosen primarily from contemporary American examples of the genre.</i>	3	Y/N
ENG 404G	<i>History of the English Language</i>	<i>Origin and development of the language from Indo-European to Modern English with emphasis on developments in the sound system, vocabulary, and grammar; historical and cultural effects.</i>	3	Y/N
ENG 407G	<i>Linguistic Analysis</i>	<i>Current linguistic theory which includes</i>	3	Y/N

		<i>the important levels of language as a means of communication; various theories and applications of linguistic theory to other fields of study.</i>		
ENG 408G	Psycholinguistics & Sociolinguistics	<i>The study of developmental psycholinguistics (language acquisition), experimental psycholinguistics (speech production/comprehension), and sociolinguistics (how language varieties are used by families, school systems and multicultural nations).</i>	3	Y/N
ENG 501	Graduate Writing Workshop	<i>Provides a Master's level workshop for students with varied writing interests.</i>	3	Y/N
ENG 502	Graduate Directed Writing	<i>Provides a graduate-level directed writing course for students with varied writing interests</i>	3	Y/N
ENG 598	Advanced Directed Study	<i>Supervised student research on literary or linguistic topics.</i>	3	Y/N

<b>Courses in Literature Concentration</b>				
<i>Prefix &amp; Number</i>	<i>Course Title</i>	<i>Course Description</i>	<i>Credit Hours</i>	<i>New</i>
ENG 489G	English Novel	<i>Technique and history of the novel. Several representative novels studied.</i>	3	Y/N
ENG 490G	American Novel	<i>A chronological examination of the American novel and its development from the 18th century to the present. Major literary techniques and movements will be analyzed in the context of several representative American novels.</i>	3	Y/N
ENG 493G	American Poetry	<i>The course examines, in addition to major writers, selected major movements and schools in American poetry, paying special attention to influences, techniques and styles.</i>	3	Y/N
ENG 495G	Southern Literature	<i>Intensive study of distinctively Southern characteristics as reflected in the works of major writers with strong cultural and psychological ties to the American South. The development of these characteristics will be examined in historical and social contexts.</i>	3	Y/N
ENG 497G	Women's Literature	<i>An examination of the themes, aesthetic importance, and historical context of literature by women, with emphasis on American and British writers. Topic will vary by semester.</i>	3	Y/N
ENG 499G	Directed Study/English-Ind	<i>A study of a specific literary or linguistic topic directed by a faculty member.</i>	3	Y/N
ENG 504	Studies in American Literature	<i>Focuses on an area of study in American literature from a range of historical periods; explores a particular topic and/or an array of literary genres or modes. May be repeated once, for a total of 6 credit hours.</i>	3	Y/N
ENG 514	Studies in British Literature	<i>Focuses on an area of study in British literature from a range of historical periods; explores a particular topic and/or an array of literary genres or modes. May be repeated once, for a total of six credit hours.</i>	3	Y/N

ENG 524	<i>Studies in World Literature</i>	<i>A study of world literature, ranging widely over historical periods (classical to modern) and geographical areas (Eastern and Western), including both canonical works and non-traditional literature; topics will vary every semester. May be repeated once, for total of six credit hours.</i>	3	Y/N
ENG 534	<i>Studies in Genre</i>	<i>Study of a particular genre, such as the novel, short stories, life writing, poetry, or drama. Topics will vary. May be repeated once, for total of six credit hours.</i>	3	Y/N
ENG 586	<i>Seminar in British Writers</i>	<i>Content varies. Selected works or writers. May be repeated once with a different topic.</i>	3	Y/N
ENG 596	<i>Seminar in American Writers</i>	<i>Topics will vary. Selected works or writers. May be repeated once with a different topic.</i>	3	Y/N
ENG 597	<i>Special Topics in English</i>	<i>Seminar on topics in literature, language, or composition. Course may be repeated with different content.</i>	3	Y/N
ENG 598	<i>Advanced Directed Study</i>	<i>Supervised student research on literary or linguistic topics.</i>	3	Y/N

<b>Courses in TESL Concentration</b>				
Prefix & Number	Course Title	Course Description	Credit Hours	New
ENG 407G	<i>Linguistic Analysis</i>	<i>Current linguistic theory which includes the important levels of language as a means of communication; various theories and applications of linguistic theory to other fields of study.</i>	3	Y/N
ENG 408G	<i>Psycholinguistics and Sociolinguistics</i>	<i>The study of developmental psycholinguistics (language acquisition), experimental psycholinguistics (speech production/comprehension), and sociolinguistics (how language varieties are used by families, school systems and multicultural nations).</i>	3	Y/N
ENG 471G	<i>TESL Practicum</i>	<i>Prerequisites: ENG 407G, ENG 408G, ENG 565, ENG 566 and permission of instructor. Supervised observation and instruction in public school or other appropriate settings, culminating in the production of a portfolio. Students are responsible for arranging their own transportation to designated or assigned sites.</i>	4	Y/N
ENG 565	<i>Integrated Teaching English as a Second Language</i>	<i>Solid foundation in the theories of child-adult classroom-based language learning and methods for English language instruction. Field experiences in public schools or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.</i>	3	Y/N
ENG 566	<i>Teaching and Testing English as a Second Language Grammar</i>	<i>Investigation of ESL learners' grammatical difficulties, approaches to solving them, and ways to test their grammatical development. Field experiences in public schools or other appropriate</i>	3	Y/N

		<i>settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.</i>		
ENG 598	Advanced Directed Study	Supervised student research on literary or linguistic topics.	3	Y/N

*Please note: In order to earn TESL Certification as a secondary concentration, students will need to use one of their free electives towards a TESL course.*

Elective Courses				
Prefix & Number	Course Title	Course Description	Credit Hours	New
				Y/N

*Students may take free elective courses from any of the graduate courses listed above as long as they have not counted them as part of the core or secondary concentration.*

13. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

*The majority of the courses will be taught in the traditional face-to-face format. Some of the courses will use Blackboard to enhance instruction and assist non-traditional students. Others will take place in our enhanced IVS classrooms, which will also assist some distance learners. Additionally, some of the courses may be a hybrid of online and face-to-face learning. Finally, graduates will earn three of their credits outside of the graduate classroom, pursuing internships in literary editing, service learning, and teaching, which could immerse them more fully into their local communities.*

### **Program Demand/Unnecessary Duplication**

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.
  - a. Provide evidence of student demand at the regional, state, and national levels.

*MFA programs are more popular than ever. In The Huffington Post in September of 2010, Seth Abramson pointed out that 61% of MFA programs are more difficult to gain admittance to than the Harvard Law School. The University of Iowa, a very prestigious program, reports accepting 50 out of 1,800 applicants in 2010. In October of 2013, the blog Affording the MFA reported that twenty-six top MFA programs in the country have average acceptance rates between .86% and 6.5% per year. These twenty-six programs average close to 14,000 applications per year, which means only 312 students are admitted to these programs on an annual basis. These figures mean a great number of talented and eager students are being turned away from MFA programs. There is room for our program to admit some of these*

*deserving students and start them down the path to employment either inside or outside of academia.*

*We surveyed WKU students in our undergraduate creative writing program about their interest in seeking admission to an MFA in Creative Writing program at WKU, and of the 44 respondents, 41% (18) said they would seek admission, 41% (18) said they might seek admission, and 18% (8) said they would not seek admission. We surveyed the same group of students asking whether they thought an MFA in Creative Writing program would be good for our region and 93% (41) said yes, 5% (2), said maybe, and 2% (1) said no.*

- b. Identify the applicant pool and how they will be reached.

*We will be recruiting nationally, advertising in trade journals such as Poets & Writers and The Writer's Chronicle, as well as in on-line forums such as Poetry Daily. Additionally, we will send posters to various undergraduate institutions with instructions to post them on bulletin boards, and we will contact friends and acquaintances who teach undergraduates, urging them to refer potential applicants. We anticipate that some students will select our program based on the available concentrations, based on our faculty, and based on our competitive funding packages.*

- c. Describe the student recruitment and selection process.

*As described above in C1b, students will be recruited by way of advertising and faculty networking. As described in B7, students will be selected based on undergraduate GPA, GRE verbal and writing scores, undergraduate GPA overall and GPA in four English courses, and most importantly a writing sample.*

- d. Identify the primary feeders for the program.

*While we intend to recruit students from all over the country, we expect many of our students to come from places where we have working relationships with faculty. We also expect that a number of universities in our region will find our program attractive.*

- e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

*Our plan is to fund six new MFA students per year. By the second year of the program's existence, that would mean a net increase of at least twelve students. We expect 1-2 students may seek our degree without funding.*

- f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) – Fall Semester
2015-16	0	6
2016-17	6	12
2018-19	6	13
2019-20	7	13
2020-21	7	13



2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.
  - a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

*Several sources of reliable data for the types of jobs as well as salaries for MFA graduates can be found. The Association of Writers and Writing Programs (AWP) regularly compiles reports on the number of academic and non-academic jobs available every year. According to the data available from AWP's latest survey conducted in 2012-2013, the number of academic jobs seeking individuals with the MFA degree has remained stable despite the lingering effects of the recession. There were 107 job listings seeking applicants with the MFA, which made up thirty-two percent of the academic jobs in English posted during the 2012-2013 academic year.*

*AWP's survey also noted an "unprecedented" number—849 to be exact—of non-academic jobs seeking applicants with an MFA degree. AWP noted that this was the first year in which the total number of non-academic jobs outpaced the total number of academic jobs.*

*Payscale.com, a jobs and employment website that tracks jobs as well as salaries, lists a number of jobs that are being filled by individuals with an MFA degree. While some of these positions are the traditional academic positions with starting salaries ranging from 50-60k/per year, the site also reports individuals with MFAs working as editors (salary range: 42-61K/per year) and copywriters (32-78K/per year). Many of these writing and editing jobs are found in larger cities, but the ubiquity of the internet and the changing nature of work should make these opportunities available to more and more people.*

*The Commonwealth of Kentucky maintains a website called Kentucky Labor Market Information. According to the most recent information on that site, In September 2014 there were 131 jobs advertised in Kentucky alone in the field of creative writing.*

3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

*As noted above in section C1a, MFA degrees continue to be in very high demand nationwide. In addition, we believe our degree serves a particular need in the Commonwealth of Kentucky. While the other 3 public programs are more studio-centered programs, our program has a more professional design, with significantly increased chances of full employment as described below in 4b.*

4. Similar programs: A new program may serve the same potential student population, the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.
  - a. Identify similar programs in other Southern Regional Education Board (SREB) states and in the nation.
  - a.

	<b>WKU Bench- Mark</b>	<b>MFA</b>	<b>Comments</b>
<i>Ball State University</i>	<i>X</i>		<i>Founded in 2001, their creative writing program offers a two-year course of study toward the MA in English (creative writing), as well as the option of a 15-hour creative writing cognate for those seeking a PhD within the Department of English. They offer some innovative special topics courses such as Literary Citizenship and Imitations/Adaptations.</i>
<i>Central Missouri University</i>	<i>X</i>		<i>They offer an MA in English. Although they have an undergraduate creative writing minor and maintain an affiliation with Pleiades, an outstanding literary journal, they seem to have dropped the Creative Writing concentration from their MA program.</i>
<i>Eastern Michigan University</i>	<i>X</i>		<i>They offer an interdisciplinary MA program in creative writing, focusing on digital technologies, new media, community-based and collaborative projects, innovative curating and alternative publishing.</i>
<i>Eastern Illinois University</i>	<i>X</i>		<i>They offer an MA with a Creative Writing concentration.</i>
<i>Indiana State University</i>	<i>X</i>		<i>They have an MA in English with “specialization in writing” (lumping Creative Writing together with Composition/Rhetoric and Professional Writing).</i>
<i>University of Northern Iowa</i>	<i>X</i>		<i>Home of the oldest literary journal in the nation, the North American Review, University of Northern Iowa offers an MA in English with Creative Writing emphasis.</i>
<i>California State University (Chico)</i>	<i>X</i>		<i>They suspended their stand-alone residential MFA program in 2003, but are now back with an MFA in Creative Writing offered by a consortium of California State University campuses, including Chico, Hayward, Los Angeles, Northridge, and San Luis Obispo.</i>
<i>California State University (Fresno)</i>	<i>X</i>	<i>X</i>	<i>Once the home of an MA program directed by Pulitzer Prize-winning Philip Levine, Cal State-Fresno transitioned to a terminal MFA program in 1996. They have six full-time faculty members, including new hire Tim Skeen (a poet who lived and taught in Kentucky for decades).</i>
<i>Western Illinois University</i>	<i>X</i>		<i>Although Western Illinois University has no graduate coursework in Creative Writing, their MA students do have the option of writing and defending a creative thesis.</i>
<i>Florida Atlantic University</i>	<i>X</i>	<i>X</i>	<i>Florida Atlantic University does offer an MFA program. In addition to creative writing workshops, they offer special topics courses such as Writing The Short Story Sequence, Teaching Creative Writing, and Writing Across Genres.</i>
<i>Middle Tennessee State University</i>	<i>X</i>		<i>MTSU seems to offer no graduate coursework in creative writing except for a masters level directed writing tutorial. Like our proposed MFA, their MA does offer students the opportunity to take a twelve-</i>

			<i>hour minor in concentration other than their major area of study.</i>
<i>Montclair State University</i>	<i>x</i>		<i>Montclair State University offers an MA in English with an emphasis in Writing Studies. Faculty in this program include both Compositionists and Creative Writers, and the curriculum seems to be a mixture of Composition/Rhetoric and Creative Writing.</i>
<i>Northern Arizona University</i>	<i>x</i>	<i>X</i>	<i>Students in their MFA program participate in writing workshops in fiction and poetry, undertake coursework in literary periods and types, and study critical theory.</i>
<i>Oakland University</i>	<i>x</i>		<i>Oakland University offers an MA in English, but there doesn't seem to be a creative writing track.</i>
<i>Missouri State University</i>	<i>x</i>		<i>They offer an MA in English with a Creative Writing track.</i>
<i>Stephen F. Austin State University</i>	<i>x</i>		<i>They offer an English/Creative minor for people who are pursuing graduate degrees outside of their English department.</i>
<i>Towson University</i>	<i>x</i>		<i>Towson University does not offer any graduate degrees in English or Creative Writing.</i>
<i>Wichita State University</i>	<i>x</i>	<i>X</i>	<i>Wichita State University boasts the twelfth oldest MFA program in the U.S., a three-year studio-academic program offering concentrations in fiction or poetry.</i>
<b><i>Regional Programs</i></b>			<b><i>Comments</i></b>
<i>University of Kentucky</i>			<i>Their inaugural MFA class entered in 2014.</i>
<i>University of Louisville</i>			<i>They offer a small MA program but no terminal MFA.</i>
<i>Murray State University</i>		<i>X</i>	<i>This is a low-residency program</i>
<i>Spalding University</i>		<i>X</i>	<i>This is a brief-residency program</i>
<i>Eastern Kentucky University</i>		<i>X</i>	<i>a low-residency program; one great feature is that they offer international summer residencies.</i>

b. If similar programs exist in Kentucky,

- i. Does the proposed program differ from existing programs? If yes, please explain.

*There are currently three public creative writing MFA programs offered in the Commonwealth of Kentucky (others are at Murray State, Eastern Kentucky University, and University of Kentucky) and one private, brief-residency program (Spalding University). Our program will stand out for a number of reasons. Firstly, it will be a residential MFA program. Two of the existing public programs (EKU and Murray State) follow the low-residency (or brief-residency) model in which students gather for ten-day intensive residencies twice per year and pursue the rest of their graduate education through correspondence. Since students in those programs conduct most of their coursework via correspondence, they are not called upon to teach undergraduates, and as a result they do not get the tuition waivers and stipends that come with graduate assistantships. Except in rare circumstances, low-residency (or brief-residency) programs do not offer teaching assistantships, as their graduate students spend most of the year away from campus and thus are not available to teach undergraduate composition and creative writing. Since they do not offer teaching or publishing graduate assistantships, very few of their students are receiving tuition waivers and a living wage. We intend to provide students with hands-on artistic and professional training without saddling them with crushing debt.*

*Like our proposed program, the University of Kentucky's program is residential; however, our program is significantly different. While only "limited funding opportunities are available" at UK according to the program's website, we will offer significant funding and plentiful opportunities for students to gain professional teaching and editing experience. Our program will be more comprehensive than their program in that ours is a forty-five hour program with a professional emphasis, and theirs is a twenty-four program with a combined "studio/research" emphasis.*

*Our program will also be set apart from EKU, Murray State, Spalding, and UK by the required secondary concentration (or minor). As described above, each of our MFA students will take a career-focused secondary emphasis in one of our English department's other concentrations such as Professional Writing, Rhetoric/Composition, and Teaching English as a Second Language (TESL). We believe that this will better prepare them for life after graduate school than the "put all of your eggs in one basket approach" found in programs that send their graduates out into the world as "starving artists." Furthermore, our internship program will give students hands-on professional training in editing and teaching that will open avenues for later employment.*

*Our courses on scriptwriting will also set us apart from programs in the Commonwealth of Kentucky and help us serve a different group of students. Graduates from our growing film major at WKU would likely be attracted to our program.*

*Finally, we are in the early stages of developing a relationship with The University of East Anglia, home of one of the United Kingdom's first and most prestigious creative writing programs, and we hope to develop a faculty and student exchange program with them. This would significantly expand the international reach of our program.*

- ii. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.

*Low- and brief-residency programs do not typically serve the same population that we hope to reach. The average age of students entering low-residency programs is around forty, and most of the students who study in those programs are already established in careers, so they don't typically receive the kinds of professional training that we hope to provide for our students. We expect this program to attract younger, more traditional students, some who will pursue further graduate study and/or careers in academia.*

*While the University of Kentucky's program is similar to our proposed program in that they also offer a two-year residential program, we are not concerned that the programs will siphon potential students from one another; MFA programs traditionally draw students from all over the country, and often students attend programs because they wish to study with specific faculty members. We believe our program will attract students more interested in becoming professional writers.*

- iii. Is access to existing programs limited? If yes, please explain.

*As noted above in C1, "The twenty-six top MFA programs in the country have average acceptance rates between .86% and 6.5% per year. These twenty-six programs average close to 14,000 applications per year, which means only 312 students are admitted to these programs on an annual basis. In The Huffington Post in September of 2010, Seth Abramson pointed out that 61% of MFA programs are more difficult to gain admittance to than the Harvard Law School.*

*These figures mean a great number of talented and eager students are being turned away from MFA programs.”*

- iv. Is there excess demand for existing similar programs? If yes, please explain.

*MFA programs are more popular than ever. For example, one of our benchmark schools, Wichita State University, reports a spike in the number of applications, from forty-four applicants in 2009 to 102 applicants in 2013.*

*We expect that many of our applicants would be Kentucky natives whose best option, at present, is to leave the Commonwealth and study elsewhere. In the past, many of the finest graduates of WKU’s own undergraduate English/Creative Writing program have gone on to pursue MFAs at other universities such as the University of Mississippi, Rutgers University, University of Iowa, Emerson College, and elsewhere. Our hope is that in the future this program could attract some of our finest graduates, as well as the graduates from other undergraduate programs in Kentucky.*

- v. Will there be collaboration between the proposed program and existing programs?  
i. If yes, please explain the collaborative arrangements with existing programs.

*We do not currently have any collaborative arrangements in place. Every summer we have brought in a Distinguished Visiting Professor of Creative Writing. Some of the writers who have held this position, such as Lee Martin (full professor at Ohio State University) and Denise Duhamel (full professor at Florida International University), already teach in MFA programs during the regular academic year. While we have advertised the program with schools in our region, none of their students have attended. As we move forward, we would like to seek a more formal arrangement with the other MFA programs and reserve slots for their students. Similarly, we would like to arrange for our students to participate in the special workshops they offer. We can also imagine a scenario where we could bring a visiting writer to the region, have the writer visit selected campuses, and share costs. Other universities have cooperative arrangements like this to share costs.*

- ii. If no, please explain why there is no proposed collaboration with existing programs.

#### **D. Cost and Funding of the Proposed Program**

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds.

1. Will this program require additional resources?  
a. If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

*Since the program is mostly built on leveraging current resources more effectively, there are only two significant financial resources needed. First, we need \$75,000 to pay salary and fringe for a new faculty member. Second, we need graduate assistant instructor (GAI) stipends for six graduate students annually; the first year GAs earn \$10,000 annually and the second*

*year, they earn \$13,000 annually. During the first year, we need \$60,000 (6 GAs @ \$10,000) to cover stipends; the second year and thereafter, we need \$138,000 to cover stipends (6 GAIs @ \$10,000 + 6 GAs @ \$13,000).*

2. Will this program impact existing programs and/or organizational units within your institution?
  - a. If yes, please describe the impact.

*The MFA will supplement the current Creative Writing graduate degree, the M.A. in English with Creative Thesis. It will enhance our current M.A. by offering new courses for those students. The program will also bring a strong cadre of MFA students to our under-enrolled M.A. courses, which will raise the level of discourse for all students. It will also enhance our undergraduate creative writing concentration by providing a venue to pursue additional study in creative writing beyond the B.A. The MFA program will bring a strong new pool of graduate assistant instructors who will be trained to teach in our undergraduate general education.*

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

*Income and expenditures in our program balance out. This is an efficient program that leverages existing programs to create more value for the state, the university, and our students.*

### **Cost/Funding Explanation**

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. \*The total funding and expenses in the table should be the same, or explain source(s) of additional funding for the proposed program.

***No table is provided, as information was provided at the pre-proposal stage.***

### **E. Program Review and Assessment**

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

1. For each assessment method, please provide direct indicators of achievement of program-level student learning outcomes and frequency of data collection:
  - a. Which components will be evaluated?

*As described above in section B1, our program has seven learning outcomes.*

1. *Students will demonstrate the ability to read as writers, with a detective's eye for detail, always seeking to learn more about the craft of writing.*
2. *Students will demonstrate the skill to produce publishable, award-winning works.*
3. *Students will demonstrate that they have the knowledge for rewarding careers in creative writing, composition, literature, and/or literary editing.*
4. *Students will demonstrate knowledge of skills and perspectives on life-long learning as it relates to personal and professional development.*

5. *Students will demonstrate that they have adequate professional knowledge in one of three secondary career concentrations in Teaching English as a Second Language, Composition/Rhetoric, or Literature.*
6. *Students will demonstrate that they have the skills to build literary communities via writing groups, book circles, public readings, blogs, and publishing projects such as small literary presses and both print and online journals.*
7. *Students will demonstrate that they have the skills to be comfortable and competent public readers of their work.*

*These learning outcomes will be assessed through data drawn from evaluation of student work in the core courses, secondary concentrations, internships (supervisor evaluation and student self-assessment), comprehensive exams, and thesis defenses. The table below indicates the stages at which each learning outcome will be introduced, developed, and mastered. At each of the levels where mastery is to be achieved, data will be collected and evaluated.*

<b>Outcomes</b>	<b>Core Courses</b>	<b>Sec. Concentration</b>	<b>Internship</b>	<b>Exams</b>	<b>Thesis</b>
1. Reading as Writer	Eng507: Introduced Eng512: Developing ENG501: Developing			Mastery	
2. Publishable Works	ENG507: Introduced ENG501: Developing and Mastery				Mastery
3. Career Prep	Eng507: Introduced ENG510 ENG501	Composition/rhetoric, literature, teaching English as 2 <sup>nd</sup> language coursework: Developing	Developing and Mastery		
4. Life-long learning	Eng507: Introduced Eng512 ENG501	Composition/rhetoric, literature, teaching English as 2 <sup>nd</sup> language coursework: Developing	Developing		Mastery
5. Professional Knowledge	Eng507: Introduced ENG510 ENG501	Composition/rhetoric, literature, teaching English as 2 <sup>nd</sup> language coursework: Developing		Mastery	
6. Literary Communities	Eng507: Introduced		Developing and Mastery		Mastery
7. Public Readers	Eng507: Introduced Eng512: Developing ENG501: Developing and Mastery in 3 <sup>rd</sup> Workshop				

- b. When will the components be evaluated?

*The components will be evaluated annually as part of the department's current annual assessment regimen.*

- c. When will the data be collected?

*As described above, data on program effectiveness will be collected each semester as part of ongoing assessment of student performance in their courses and following comprehensive exams and thesis defenses.*

- d. How will the data be collected?

*The table below explains how data will be collected and benchmarked for each learning outcome*

<b>Outcomes</b>	<b>Collection</b>	<b>Benchmark</b>
1. Reading as Writer	<i>During the comprehensive exam, students will be asked a question about reading as a writer and will be scored on a rubric as Excellent, Good, Adequate, or Poor.</i>	<i>Average answer of good or higher; none below adequate.</i>
2. Publishable Works	<i>During the thesis defense, committee members will rate how publishable they think the work is with a rubric as Excellent, Good, Adequate, or Poor.</i>	<i>Average answer of good or higher; none below adequate.</i>
3. Career Prep	<i>During their internships, students will write an essay explaining how the curriculum and the internship have prepared them for a future career. The internship supervisor will rate the response with a rubric as Excellent, Good, Adequate, or Poor.</i>	<i>Average answer of good or higher; none below adequate.</i>
4. Life-long learning	<i>During the thesis defense, the committee will ask students a question about how they have become and will continue to be life-long learners. Faculty will use a rubric to rate their knowledge and perspective as Excellent, Good, Adequate, or Poor.</i>	<i>Average answer of good or higher; none below adequate.</i>
5. Professional Knowledge	<i>During the comprehensive exams students will be asked a question related to career preparation in their secondary concentration and will have to demonstrate competence in that area. Faculty will use a rubric to rate their skill level as Excellent, Good, Adequate, or Poor.</i>	<i>Average answer of good or higher; none below adequate.</i>
6. Literary Communities	<i>During their internship experiences, students will write an essay about how the internship has enabled them to foster literary communities. The knowledge will be assessed with a rubric by the internship coordinator. During the thesis defense, students will also be asked about their ability to foster literary communities. Faculty will use a rubric to rate their skill level as Excellent, Good, Adequate, or Poor.</i>	<i>Average answer of good or higher; none below adequate.</i>
7. Public Readers	<i>During the third English 501 (Workshop) course they take, students will be required to present their work at a public reading. Creative Writing faculty will rate their performance with a rubric as Excellent, Good, Adequate, or Poor</i>	<i>Average answer of good or higher; none below adequate.</i>

- e. What will be the benchmarks and/or targets to be achieved?

*See table in section d above.*

- f. What individuals or groups will be responsible for data collection?

*The Creative Writing Program currently has an assessment coordinator who will work with the chair of the Creative Writing program and the English Department head to gather data. All members of the Creative Writing Faculty will participate in the assessment process for the MFA program, just as they do for assessment of our B.A. and M.A. programs.*

- g. How will the data and findings be shared with faculty?

*Data will be shared at the English Department's annual retreat in August. Written reports will be distributed in advance, and the assessment coordinator will lead a conversation about the results.*



- i. How will the data be used for making programmatic improvements?

*As part of the department's annual retreat, we generate "closing the loop" strategies to improve the program based on our assessments. We use WKU's Digital Measures system to track short- and long-term progress towards program objectives.*

2. What are the measures of teaching effectiveness?

*Our department has recently instituted a program in which faculty members are regularly observed by the department head and by their peers. This program emphasizes three broad areas of consideration for effective teaching—"content" (command of the material, scope of lesson, development/illustration of points, high expectations, etc.); **interaction** (encouragement of participation, clear and provocative questions, effective response to student comments/questions, room for opposing views, inclusive environment); and **presentation** (effective delivery/communication, clarity of explanations, effective use of relevant audio-visual aids)." In addition, course and faculty assessments will be performed at the end of each semester throughout the entire year with electronic evaluation surveys already in place. Students will provide feedback regarding program and curricular assessment upon completion of their comprehensive exams.*

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

*Faculty members will be expected to be near or above the department mean in all areas on student evaluations. If they fall short, they will receive suggestions and feedback from the department head in the annual evaluations. All faculty members will also regularly receive oral feedback from peers after in-class observations to improve teaching effectiveness. The feedback from student evaluations and faculty evaluations will be analyzed by the faculty in committee meetings to determine if the goals set forth in the mission statement, educational philosophy, and terminal objectives are being achieved in the classroom. Teaching effectiveness will also be evaluated by the department head as part of the annual review process that is already in place.*

4. What are the plans to evaluate students' post-graduate success?

*Graduate performance, curricular assessment, and overall program performance will be assessed by way of an electronic survey instrument completed by graduates at six months and one year following program completion. Alumni will be surveyed to address their overall assessment of how well our curricular content has prepared them for vocations in Vachel Lindsay's "Republic of Letters." The department has developed a new alumni survey instrument so we can track and celebrate their professional successes over an extended period of time as well.*

# **ALL FACULTY LISTED BELOW HAVE GRADUATE FACULTY STATUS**

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Alsop, Elizabeth (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Term (Semester and Year)</b>	<b>COURSES TAUGHT</b> <b>Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description &amp; Syllabus</b>	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  <b>18 hours of graduate coursework web form, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 200: Introduction Literature (3), UT	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	
Fall 2013	ENG 365: Film Adaptation (3), UT	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	
Fall 2013	ENG 385: World Lit (3), UT	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	
Spring 2014	BCOM 481: Prob Mass Comm: Italian Cinema (3)	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	
Spring 2014	ENG 100: Intro to College Writing (3), UT	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	
Spring 2014	ENG 382: Survey English Lit II (3), UT	Ph.D. (Comparative Literature), CUNY Grad School & Univ Center, 2012	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Bell, David (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Term (Semester and Year)</b>	<b>COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description &amp; Syllabus</b>	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  <b>18 hours of graduate coursework web form, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation</b>
Fall 2013	ENG 100: HON: Intro to College Writing (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Fall 2013	ENG 303: Intermediate Fiction Writing (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Fall 2013	ENG 413: Creative Writing Capstone (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Fall 2013	ENG 599: Thesis Research/Writing (3),	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	Graduate Faculty
Spring 2014	ENG 200: Introduction Literature (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 399: Topics in English (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 411: Directed Writing (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 475: Advanced Fiction Writing (3), UT/G	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	Graduate Faculty
Spring 2014	ENG 599: Thesis Research/Writing (3)	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Berry, Wes (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
Term (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 200: HON: Introduction Literature (3), UT	Ph.D. (English), U of Mississippi, 2000	
Fall 2013	ENG 394: Kentucky Literature (3), UT	Ph.D. (English), U of Mississippi, 2000	
Fall 2013	ENG 520: Intro to Grad Studies (3)	Ph.D. (English), U of Mississippi, 2000	Graduate Faculty
Fall 2013	ENG 600 Maintain Matriculation (1-5)	Ph.D. (English), U of Mississippi, 2000	Graduate Faculty
Spring 2014	ENG 200: Introduction Literature (3), UT	Ph.D. (English), U of Mississippi, 2000	
Spring 2014	ENG 392: Survey American Lit (3), UT	Ph.D. (English), U of Mississippi, 2000	
Spring 2014	ENG 600: Maintain Matriculation (1-5)	Ph.D. (English), U of Mississippi, 2000	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)  
**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Davies, Lloyd (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Term (Semester and Year)</b>	<b>COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description &amp; Syllabus</b>	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  <b>18 hours of graduate coursework web form, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation</b>
Spring 2014	ENG 300: Writing in Disciplines (3), UT	Ph.D. (Literature), Duke University, 1993	
Spring 2014	ENG 381: Survey English Lit I (3), UT	Ph.D. (Literature), Duke University, 1993	
Spring 2014	ENG 385: World Lit (3), UT	Ph.D. (Literature), Duke University, 1993	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Endres, Niko (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 300: HON: Writing in the Discipline (3), UT	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	
Fall 2013	ENG 382: Survey English Lit II (3) , UT	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	
Fall 2013	ENG 524: Studies in World Lit (3)	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	Graduate Faculty
Spring 2014	ENG 300: HON: Writing in the Discipline (3), UT	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	
Spring 2014	ENG 360: Gay and Lesbian Literature (3), UT	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	
Spring 2014	ENG 382: Survey English Lit II (3), UT	Ph.D. (Comparative Literature), U of NC Chapel Hill, 2000	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)



**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Ervin, Chris (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
Term (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; degree, major, conferring institution, and year of award.  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 300: Writing in the Disciplines (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	
Fall 2013	ENG 301: Argument and Analysis (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	
Fall 2013	ENG 511: Writing Instruction Practicum (0)	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	Graduate Faculty
Fall 2013	ENG 599: Thesis Research/Writing (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	Graduate Faculty
Spring 2014	ENG 300: Writing in the Discipline (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	
Spring 2014	ENG 301: Argument and Analysis (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	
Spring 2014	ENG 511: Writing Instruction Practicum (0)	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	Graduate Faculty
Spring 2014	ENG 599: Thesis Research/Writing (3)	Ph.D. (English Rhetoric and Composition), U of Louisville, 2004	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Fife, Jane (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
Term (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 100: Intro to College Writing (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	
Fall 2013	ENG 301: Argument an Analysis (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	
Fall 2013	ENG 409: Practicum Writing Instruction (0), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	
Fall 2013	ENG 509: Practicum Writing Instruction (0)	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	Graduate Faculty
Spring 2014	ENG 300: Writing in the Disciplines (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	
Spring 2014	ENG 301: Argument and Analysis (3), UT	Ph.D. (English Rhetoric and Composition), U of Louisville, 1992	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

## Appendix A

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Hale, Robert (F)**Name of Primary Department: **English**Academic Term(s) Included: **Fall 2013 – Spring 2014**Date Form Completed: **10/10/2014**

1	2	3	4
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 100: Intro to College Writing(3), UT	Ph.D. (English), Louisiana State U & A&M Col, 1996	
Spring 2014	ENG 200: HON: Introduction Literature (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 1996	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Hollyfield, Jerod (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 100: Intro to College Writing (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	
Fall 2013	ENG 299: Intro to English Studies (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	
Fall 2013	FILM 369: World Cinema (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	
Spring 2014	ENG 299: Intro to English Studies (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	
Spring 2014	ENG 465: Film Genres (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	
Spring 2014	FILM 486: Film Studies Capstone (3), UT	Ph.D. (English), Louisiana State U & A&M Col, 2011	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Hovet, Ted (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
Term (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 299: Intro to English Studies (3), UT	Ph.D. (English), Duke University, 1995	
Fall 2013	ENG 466: Film Theory (3), UT	Ph.D. (English), Duke University, 1995	
Fall 2013	ENG 492: Senior Seminar (1), UT	Ph.D. (English), Duke University, 1995	
Fall 2013	ENG 499: Dir Study/English –Ind (3), UT	Ph.D. (English), Duke University, 1995	
Fall 2013	FILM 201: Introduction to Cinema (3), UT	Ph.D. (English), Duke University, 1995	
Spring 2014	ENG 100: Intro to College Writing (3), UT	Ph.D. (English), Duke University, 1995	
Spring 2014	ENG 366: History Narr Film (3), UT	Ph.D. (English), Duke University, 1995	
Spring 2014	ENG 492: Senior Seminar (1), UT	Ph.D. (English), Duke University, 1995	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Hughes, Sandra (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 100: Intro to College Writing (3), UT	Ph.D. (English) of Georgia, 2003	
Fall 2013	ENG 391: Survey American Lit I (3), UT	Ph.D. (English) of Georgia, 2003	
Fall 2013	ENG 430 19 <sup>th</sup> Century American Lit (3), UT/G	Ph.D. (English) of Georgia, 2003	Graduate Faculty
Spring 2014	ENG 100: Intro to College Writing (3), UT	Ph.D. (English) of Georgia, 2003	
Spring 2014	ENG 391: Survey American Lit I, UT	Ph.D. (English) of Georgia, 2003	
Spring 2014	ENG 399: Topics in English (3), UT	Ph.D. (English) of Georgia, 2003	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.



**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Hunley, Thomas (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
Term (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 305: Intermediate Poetry Writing (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Fall 2013	ENG 399: Topics in Eng (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Fall 2013	ENG 411: Directed Writing (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Fall 2013	ENG 474 Advanced Poetry Writing (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Spring 2014	ENG 305: Intermediate Poetry Writing (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Spring 2014	ENG 411: Directed Writing (3)	Ph.D. (Creative Writing), Florida State University, 2003	
Spring 2014	ENG 413: Creative Writing Capstone (3), UT	Ph.D. (Creative Writing), Florida State University, 2003	
Spring 2014	ENG 501: Writing Workshop (3)	Ph.D. (Creative Writing), Florida State University, 2003	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Jones, Angela (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
Term (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; degree, major, conferring institution, and year of award.  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 307: Technical Writing (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	
Fall 2013	ENG 369: Coop Education English (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	
Fall 2013	ENG 414: Prof Writing Capstone (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	
Spring 2014	ENG 307: Technical Writing (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	
Spring 2014	ENG 369: Coop Education English (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	
Spring 2014	ENG 402: Editing/Publishing (3), UT	Ph.D. (English), U of Kansas Main Campus, 2001	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Langdon, Alison (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  <b>18 hours of graduate coursework web form, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 300: Writing in the Discipline (3), UT	Ph.D. (English), U of Oregon, 2004	
Fall 2013	ENG 381: Survey English Lit I (3), UT	Ph.D. (English), U of Oregon, 2004	
Fall 2013	ENG 487: Dante-The Divine Comedy (3), UT /G	Ph.D. (English), U of Oregon, 2004	Graduate Faculty
Spring 2014	ENG 381: Survey English Lit I (3), UT	Ph.D. (English), U of Oregon, 2004	
Spring 2014	ENG 514: Studies in Brit Lit (3)	Ph.D. (English), U of Oregon, 2004	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **LeNoir, David (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
Term (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; degree, major, conferring institution, and year of award.  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 203: Creative Writing (3), UT	Ph.D., Auburn University, 1992	<u>Completed a Doctor of Philosophy in English Education.</u>
Fall 2013	ENG 476: Approaches to Lit Sec Curr (3), UT	Ph.D., Auburn University, 1992	<u>Completed a Doctor of Philosophy in English Education.</u>
Fall 2103	ENG 510: Rhetoric & Writing (3), UT	Ph.D., Auburn University, 1992	<u>Completed a Doctor of Philosophy in English Education.</u> Graduate Faculty
Spring 2014	ENG 340: Speculative Fiction (3) , UT	Ph.D., Auburn University, 1992	<u>Completed a Doctor of Philosophy in English Education.</u>
Spring 2014	ENG 410: Comp Theory/Practice Wrt Instr, UT/G	Ph.D., Auburn University, 1992	<u>Completed a Doctor of Philosophy in English Education.</u> Graduate Faculty
Spring 2014	ENG 476: Approaches to Lit Sec Curr (3), UT	Ph.D., Auburn University, 1992	<u>Completed a Doctor of Philosophy in English Education.</u>

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Lewis, Chris (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Term (Semester and Year)</b>	<b>COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description &amp; Syllabus</b>	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  <b>18 hours of graduate coursework web form, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation</b>
		Ph.D. (English), Ohio State University, 2012	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.



**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Logan, Deb (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Spring 2014	ENG 385: World Lit (3), UT	Ph.D. (English), U of NC Chapel Hill, 1997	
Spring 2014	ENG 488: Victorian Literature (3), UT/G	Ph.D. (English), U of NC Chapel Hill, 1997	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **McCaffrey, Molly (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Term (Semester and Year)</b>	<b>COURSES TAUGHT Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description &amp; Syllabus</b>	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  <b>18 hours of graduate coursework web form, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications Graduate Faculty Appointment(s) Foreign Transcript Evaluation</b>
Fall 2013	ENG 200: Introduction Literature(3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Fall 2013	ENG 203: Creative Writing (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Fall 2013	ENG 303: Intermediate Fiction (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 200: Introduction Literature (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 203: Creative Writing (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 303: Intermediate Fiction (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	
Spring 2014	ENG 399: Topics in English (3), UT	Ph.D. (English and Comparative Literature), U of Cincinnati Main Campus, 2005	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Miller, Mary Ellen (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
Term (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; degree, major, conferring institution, and year of award.  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 200: HON: Introduction Literature (3), UT	MA. (English), U of Kentucky, 1960	
Fall 2013	ENG 203: Creative Writing (3), UT	MA. (English), U of Kentucky, 1960	
Fall 2013	ENG 392: Survey American Lit II (3), UT	MA. (English), U of Kentucky, 1960	
Spring 2014	ENG 200: HON: Introduction Literature (3), UT	MA. (English), U of Kentucky, 1960	
Spring 2014	ENG 203: Creative Writing (3) UT	MA. (English), U of Kentucky, 1960	
Spring 2014	ENG 391: Survey American Lit I (3), UT	MA. (English), U of Kentucky, 1960	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Otto, Peggy (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
Term (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; degree, major, conferring institution, and year of award.  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate: <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Spring 2014	ENG 200: Introduction Literature (3), UT	Ph.D. (English Rhetoric & Composition), U of Louisville, 2009	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Poole, Alexander (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree,</b> <b>major, conferring institution, and year of award.</b>  <b>18 hours of graduate coursework web form, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate:  <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 304: English Language (3), UT	Ph.D. (English), Oklahoma State U Main Campus, 2003	
Fall 2013	ENG 565: Integrated TESL (3),	Ph.D. (English), Oklahoma State U Main Campus, 2003	Graduate Faculty
Spring 2014	ENG 304: English Language (3), UT	Ph.D. (English), Oklahoma State U Main Campus, 2003	
Spring 2014	ENG 470: Meth/Mat Eng 2 <sup>nd</sup> Lang (3) UT	Ph.D. (English), Oklahoma State U Main Campus, 2003	
Spring 2014	ENG 499: Dir Study/English – Ind (3), UT	Ph.D. (English), Oklahoma State U Main Campus, 2003	
Spring 2014	ENG 566: Teaching & Testing ESL Grammar (3),	Ph.D. (English), Oklahoma State U Main Campus, 2003	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

## Appendix A

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Reames, Kelly (F)**Name of Primary Department: **English**Academic Term(s) Included: **Fall 2013 – Spring 2014**Date Form Completed: **10/10/2014**

1	2	3	4
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree,</b> <b>major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate:  <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 300: HON: Writing in the Discipline (3), UT	Ph.D. (English), U of NC Chapel Hill, 2002	
Fall 2013	ENG 385: World Lit (3), UT	Ph.D. (English), U of NC Chapel Hill, 2002	
Fall 2013	ENG 392: Survey American Lit III (3), UT	Ph.D. (English), U of NC Chapel Hill, 2002	
Spring 2014	ENG 300: HON: Writing in the Discipline (3), UT	Ph.D. (English), U of NC Chapel Hill, 2002	
Spring 2014	ENG 497: Women's Literature (3), UT/G	Ph.D. (English), U of NC Chapel Hill, 2002	Graduate Faculty
Spring 2014	ENG 596: Seminar American Writers (3), UT	Ph.D. (English), U of NC Chapel Hill, 2002	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Rice, Jeffrey (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate:  <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 300: Writing in the Discipline (3), UT	Ph.D. (English), U of Florida, 2010	
Fall 2013	ENG 306: Business Writing (3), UT	Ph.D. (English), U of Florida, 2010	
Fall 2013	ENG 415: Technology and Writing (3), UT/G	Ph.D. (English), U of Florida, 2010	Graduate Faculty
Spring 2014	ENG 300: Writing in the Disciplines (3), UT	Ph.D. (English), U of Florida, 2010	
Spring 2014	ENG 306: Business Writing (3), UT	Ph.D. (English), U of Florida, 2010	
Spring 2014	ENG 599: Thesis Research/Writing (6), UT	Ph.D. (English), U of Florida, 2010	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.



**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Rigby, Dale (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate:  <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 311: Creative Nonfiction Writing (3), UT	Ph.D. (English), U of Missouri-Columbia, 2000	
Fall 2013	ENG 412: Theory/Practice of Rhetoric (3), UT/G	Ph.D. (English), U of Missouri-Columbia, 2000	Graduate Faculty
Fall 2013	ENG 598: Advanced Directed Study (3), UT	Ph.D. (English), U of Missouri-Columbia, 2000	Graduate Faculty
Fall 2013	ENG 599: Thesis Research/Writing (6)	Ph.D. (English), U of Missouri-Columbia, 2000	Graduate Faculty
Spring 2014	ENG 100: Intro to College Writing (3), UT	Ph.D. (English), U of Missouri-Columbia, 2000	
Spring 2014	ENG 403: Writing Mem & Autobiogra (3), UT/G	Ph.D. (English), U of Missouri-Columbia, 2000	Graduate Faculty
Spring 2014	ENG 599: Thesis Research/Writing (6)	Ph.D. (English), U of Missouri-Columbia, 2000	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Szerdahelyi, Judith (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree,</b> <b>major, conferring institution, and year of award.</b>  <b>18 hours of graduate coursework web form, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate:  <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 300: Writing in the Discipline (3), UT	Ph.D. (English, English), U North Carolina Greensboro, 2002	
Fall 2013	ENG 306: Business Writing (3), UT	Ph.D. (English, English), U North Carolina Greensboro, 2002	
Fall 2013	ENG 401: Advanced Composition (3), UT	Ph.D. (English, English), U North Carolina Greensboro, 2002	
Spring 2014	ENG 307: Technical Writing (3), UT	Ph.D. (English, English), U North Carolina Greensboro, 2002	
Spring 2014	ENG 401/G: Advanced Composition (3), UT	Ph.D. (English, English), U North Carolina Greensboro, 2002	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Winkler, Elizabeth (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree, major, conferring institution, and year of award.</b>  18 hours of graduate coursework web form, if needed	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate:  <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
Fall 2013	ENG 104: Introduction Linguistics (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Fall 2013	ENG 407: Linguistic Analysis (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Fall 2013	ENG 469: 2 <sup>nd</sup> Lang Acquisition Theory (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Fall 2013	ENG 469: SLA Theory, (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Fall 2013	ENG 599: Thesis Research/Writing (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	Graduate Faculty
Spring 2014	ENG 302: Language/Communication (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Spring 2014	ENG 304: English Language (3), UT	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	
Spring 2014	ENG 408: Psycho/Sociolinguistics (3) UT/G	Ph.D. (Literature), Indiana Univ at Bloomington, 1999	Graduate Faculty

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

## Appendix A

**WKU Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Faculty Name: **Youngblood, Alison (F)**

Name of Primary Department: **English**

Academic Term(s) Included: **Fall 2013 – Spring 2014**

Date Form Completed: **10/10/2014**

1	2	3	4
<b>Term</b> (Semester and Year)	<b>COURSES TAUGHT</b> Including Course Prefix, Number, Title, Credit Hours (D, UT, G), Catalog Description & Syllabus	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> relevant to course assignment, including; <b>degree,</b> <b>major, conferring institution, and year of award.</b>  <b>18 hours of graduate coursework web form, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> related to courses assignment, including links to documentation, if appropriate:  <b>Equivalent Professional Qualifications</b> <b>Graduate Faculty Appointment(s)</b> <b>Foreign Transcript Evaluation</b>
		Ph.D. (Teaching English to Speakers of Other Languages) University of Central Florida, 2014	

**Faculty either:** Full-time (F) or Part-time (P); **Course Designation:** Developmental (D), Undergraduate Transferable (UT), Graduate (G)

**NOTE:** Blue text in the table indicates a hyperlink will be active.

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

Contact Person: Dr. Gail Kirby, [gail.kirby@wku.edu](mailto:gail.kirby@wku.edu) , 270-745-3746

**1. Identification of certificate program:**

- 1.1 Program title: MSD Certification
- 1.2 Required hours in program: 15 hours
- 1.3 Special information: A persistent area of need in Kentucky P-12 is the preparation of teachers with Exceptional Education: Moderate to Severe Disabilities certification. Currently, the special education program in the School of Teacher Education does not offer a certification only program for experienced special education teachers who wish to acquire MSD certification outside of a full masters program. As a result, possible candidates must go to other institutions of higher education in order to earn this certification.
- 1.4 Catalog description:  
A certification program designed to give special education professionals both a deep and practical knowledge of the content and pedagogy to teach students with Moderate and Severe Disabilities (MSD) in P-12 settings. Within the MSD certification program in Special Education, candidates are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Moderate and Severe Disabilities and exhibit appropriate teacher dispositions and behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form.

This graduate certification program requires 15 hours. All courses in the certification carry critical performance indicators (CPIs) that must be successfully completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.

Successful completion of a practicum with MSD population in a public school is required. A GPA of 3.0 or higher in all graduate course work is required, with no grade lower than a "C." Note: To be eligible for recommendation for teacher certification, students must document that they have received a passing score on the required Praxis II MSD examination for Kentucky. Students must pass all required Praxis II examinations before they may enroll in the capstone course, SPED 595: Advanced Preparation Capstone SPED.

Admission Requirements:

Applicants for the MSD Certification Program must hold a current Exceptional Education: Learning and Behavior Disabilities (LBD) teaching certificate with three years teaching in the field OR a Masters in LBD or related field and a current teaching certificate. Applicants who wish to count the certification hours toward a master's degree or other graduate program must meet the eligibility requirements of that program.

Kentucky applicants whose certificates have expired may be admitted, but they may enroll in no more than six hours before they apply to the EPSB for reissue of a Kentucky certificate. After the completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of a current certificate.

## **2. Objectives of the proposed certificate program:**

This certification program is designed for post-baccalaureate Special Educators who desire to obtain additional certification in Exceptional Education: Moderate to Severe Disabilities. The Council for Exceptional Children has developed seven major preparation standards organized around: learners and learning environments, curricular knowledge, assessment, specialized pedagogical skills, and professional and collaborative skills. CEC has further analyzed the seven preparation standards into key elements with which preparation programs align program assessments of special education candidates for CEC Professional Program Recognition. Upon completion of this certification, students can assure the public that as a practicing professional, they have mastered the specialized skills for safe and effective practices.

The standards of the Learned Society Standards: CEC can be found here:

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards%20with%20Elaborations.pdf>

## **3. Rationale:**

### **3.1 Reason for developing the proposed certificate program:**

Currently, the Special Education program in the WKU School of Teacher Education offers this certification only through the Masters of Education (MAE) Special Education: Moderate to Severe Disabilities (MSD) program (#0438). However, if a candidate has completed the MAE Special Education: Learning and Behavior Disorders (LBD) program (#0457), and desires to also acquire certification in MSD, the only program available is the MAE Special Education: Moderate and Severe Disabilities program, with a redundancy of TCHL courses. There is no provision for MSD certification outside of

the full MAE-MSD program. The Special Education program has more requests and inquiries requesting a certification only option for MSD from practicing special education teachers than any other certification area. School districts in our region and across the state consistently contact the university seeking new graduates to fill MSD positions as it remains a high need area of certification. Special education teachers remain on the national and state shortage lists consistently (U. S. Department of Education, Office of Postsecondary Education, 2013). The U.S. Department of Labor, Occupational Outlook Handbook (2013) expects the need for special education teachers to grow by 17 percent from 2010 to 2020 or faster than the average for all occupations.

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

Graduates from the MAE Special Education: LBD program are the most likely students to enroll in this certification program. Others would include professionals in the field who hold a current LBD certification and now desire to add the MSD certification without need of full master program.

The College of Education and Behavioral Sciences offers teacher certification graduate program endorsements in Environmental Education, Gifted and Talented Education, and Instructional Computer Technology. In addition, the following are offered but do not provide eligibility for endorsements to teaching certificates: Autism Spectrum Disorders, Educational Technology, and Instructional Design. As with each of the other endorsements and certifications noted above, the proposed MSD certification has its unique characteristics and goals.

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

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

### **3.4 Projected enrollment in the proposed certification program:**

Based on inquiries and the number of students enrolled in the MAE Special Education: MSD program, we predict 25-30 per year. The interest level in the courses already in place indicates that this number will increase over the next several years.

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

In other Kentucky universities included in the Benchmark Institutions that offer post-baccalaureate programs, EKV, KSU, MSU, Murray State, U of L, and NKU do not offer a similar certification. UK offers a non-degree alternative certification in MSD.

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

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

WKU's Mission Statement: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Providing the best-trained teachers for the most needy students is a socially responsive service to our state as well as the students. Our MSD certification candidates are already certified teachers desiring to expand their skills into the MSD area so that they may be more productive citizens in their teaching responsibilities.

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

## **4. Curriculum:**

Fifteen hours will be required as follows:

Required Core Courses (9 hours)

SPED 535: Curriculum for MSD (3 hours)

SPED 517: Transition, Services, and Programming (3 hours)

SPED 595: Advanced Preparation Capstone SPED (3 hours)

Additional 6 hours as approved by advisor from the following:

SPED 534: Research in EXED (3 hours)

SPED 618: Social Skills Instruction and Behavioral Programming in ASD (3 hours)

SPED 619: Assistive Technology in ASD (3 hours)

EDU 522: Fundamentals of Differentiated Instruction (3)

LTCY 523: Diagnostic Reading Procedures (3)

ID 560: Instructional Design Foundations (3)

LME 535: Survey of Educational Technology Practices (3)

## **5. Budget implications:**



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

**6. Proposed term for implementation:**

Summer, 2014

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

School of Teacher Education	October 25, 2013
CEBS Curriculum Committee	December 3, 2013
Professional Education Council	December 11, 2013
Graduate Council	10-9-14