

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

DATE: January 2014

FROM: The Graduate School

The Graduate Council submits the following items from the **December 12, 2013** meeting for consideration.

### **Information Items:**

- I. Temporary Course  
EDU 401G Special Topics in Teacher Education: Toppers at Sea (attached pdf)
- II. Change Course Prefix  
Communication Science Disorders

### **Consent Items:**

- I. Revise a Course Title  
CD 489G Geriatric Communication Disorders.0  
NURS 620 Advanced Biostatistics
- II. Delete a Course  
MATH 432G Intermediate Analysis II

### **Action Items:**

- I. Create a New Course  
CNS 678 College Teaching Internship  
SLP 517 Normal Language Development  
FACS 511 Grant Writing for Child and Family Programs  
FACS 540 Infant and Toddler Development and Research  
FACS 541 Home Based Positive Behavioral Supports  
FACS 542 Stress and Coping in Children  
FACS 543 Global Perspectives of Child and Family  
FACS 544 Issues in Child Care and Early Education  
FACS 550 Youth and Family Theory and Research  
FACS 551 Community, Child & Youth Program Development  
FACS 560 Family Diversity  
FACS 561 Adult Development and Aging in the Family  
FACS 562 Advanced Family Resource Management  
STAT 550 Statistical Methods II
- II. Multiple Revisions to a Course  
FACS 520 Seminar in Consumer and Family Sciences
- III. Create a New Program  
MS Child and Family Studies
- IV. Revise a Program  
162 Community College Faculty Preparation Certificate  
0466 MS Communication Disorders (formerly Ref.# 114)  
085 MS Mathematics  
0464 MA Leadership Studies

Proposal date: 09/20/2013

**College of Health & Human Services  
Department of Communication Sciences and Disorders  
Proposal to Revise Course Prefix  
(Information Item)**

Contact Person: Lauren E. Bland, [lauren.bland@wku.edu](mailto:lauren.bland@wku.edu), 745-8860

**1. Identification of current course prefix: CD**

**2. Identification of proposed course prefix: SLP**

**3. Rationale for the prefix revision:** The Communication Sciences and Disorders recently changed its name to align with benchmark institutions, and to include all areas of the department due to programmatic and enrollment growth. A prefix change was made to differentiate between the undergraduate minor and certificate in American Sign Language Studies and the undergraduate major in Communication Disorders. Now, the graduate program is proposing a change to Speech-Language Pathology which will identify the prefix and program with the profession.

**4. Course numbers to be included under the new course prefix:**

SLP 500	SLP 508	SLP 570
SLP 501	SLP 509	SLP 572
SLP 502	SLP 510	SLP 579
SLP 503	SLP 511	SLP 588
SLP 504	SLP 512	SLP 589
SLP 505	SLP 513	SLP 590
SLP 506	SLP 514	SLP 591
SLP 507	SLP 515	
	SLP 518	
	SLP 550	

**5. Term of implementation: Fall 2014**

**6. Dates of notification to committees:**

Department of Communication Sciences and Disorders	10/18/2013
CHHS Graduate Curriculum Committee	11/11/2013
Professional Education Council	
Graduate Council	12/12/13
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: 10/23/2013

**College of Health and Human Services  
Department of Communication Sciences and Disorders  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Jo Shackelford, [jo.shackelford@wku.edu](mailto:jo.shackelford@wku.edu), 745-4360

**1. Identification of proposed course:**

- 1.1 Course prefix and number: CD 489G
- 1.2 Course title: Geriatric Communication Disorders
- 1.3 Credit Hours: 3

**2. Proposed course title:** Communication Disorders in Aging

**3. Proposed abbreviated course title:** Communication Disorders: Aging

**4. Rationale for the revision of course title:** The term geriatric is viewed as derogatory by many older adults. Adults over the age of 65 who are interviewed for assignments by students of CD 489 respond negatively to the class title.

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

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

Department/ Unit: Communication Sciences and Disorders

10/18/2013

CHHS Graduate Curriculum Committee

11/11/2013

Professional Education Council

Graduate Council

12/12/13

University Senate

Proposal Date: October 5, 2013

**College of Health and Human Services  
School of Nursing  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Eve Main, [eve.main@wku.edu](mailto:eve.main@wku.edu), 5-3489

**1. Identification of proposed course:**

- 1.1 Course prefix and number: NURS 620
- 1.2 Course title: Advanced Biostatistics
- 1.3 Credit Hours: 3

**2. Proposed course title:** Biostatistics for Healthcare Professionals

**3. Proposed abbreviated course title:** Biostats Health Professionals

**4. Rationale for the revision of course title:** The title Biostatistics for Healthcare Professionals more accurately describes the content of the course. After discussion with Public Health Faculty, this name was chosen.

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

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

Department/ Unit: School of Nursing Graduate Committee

October 10, 2013

CHHS Graduate Curriculum Committee

11/11/2013

Graduate Council

12/12/13

University Senate

October 20/2013

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

Contact Person: Ferhan Atici, ferhan.atici@wku.edu, 56229

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: MATH 432G
- 1.2 Course title: Intermediate Analysis II
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the future.

**3. Effect of course deletion on programs or other departments, if known:** This course is not required in the mathematics master program and so its deletion will have no effect on program completion.

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

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

Department of Mathematics: 11/15/2013

OCSE Graduate Committee 11/22/2013

Graduate Council 12/12/13

University Senate

**Attachment: Course Inventory Form**

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

**Contact Person:** Fred Stickle, [fred.stickle@wku.edu](mailto:fred.stickle@wku.edu), 270.745.4953

**1. Identification of proposed course:**

- 1.1 **Course Prefix (subject area) and number:** CNS 678
- 1.2 **Course Title:** College Teaching Internship
- 1.3 **Abbreviated course title:** College Teaching Internship
- 1.4 **Credit hours and contact hours:** 1 to 3 hours; may be taken two semesters for a maximum of 6 hours
- 1.5 **Grade Type:** Standard letter grade
- 1.6 **Prerequisites:** Six approved learning units from the Best Practice in Mentoring and College Teaching (BPMCT) and permission of instructor.
- 1.7 **Course catalog listing:** Methods of teaching counseling material at the college level. Emphasis will be placed on teaching strategies and teaching at the college level. Students enrolled in the course will concurrently teach an undergraduate level course.

**2. Rationale:**

- 2.1 **Reason for developing the proposed course:** Each super GA (graduate assistant) in the Department of Counseling and Student Affairs will teach a section of CNS 110 Human Relations. A departmental faculty member will be training, observing, and closely supervising their college teaching each week.
- 2.2 **Projected enrollment in the proposed course:** Initial enrollment will be three students but it is anticipated that enrollment may increase depending on demand for the CNS 110 Human Relations course.
- 2.3 **Relationship of the proposed course to course now offered by the department:** Course will provide training and direct supervision of students teaching CNS 110 Human Relations. No other course in the department provides supervision for college teaching.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** This course is similar to the following courses: ADED 589 Internship Community/ Technical College Teaching, PSY 591 Internship in College Teaching, BIOL 601 Internship/College Instruction, CHEM 570 Lab Lecture/Dem Tech, SOC 501 Practicum in Teaching Sociology, ENG 509 Practicum in one-to-one Writing Instruction, ENG 511 Writing Instruction Practicum, COMM 510 Strategies for Teaching Speech Communication. CNS 678 will be offered only to students in the Counseling and Student Affairs Department who teach CNS 110.
- 2.5 **Relationship of the proposed course to courses offered in other institutions:** This is similar to courses offered in other institutions. The following is a small sample of other schools offering similar courses. 1) Montana State University- EDLD 530 College Teaching. 2) University of Pittsburg- PSYED Practicum in College Teaching. 3) Vanderbilt University- Seminar in College Teaching. 4) University of Kentucky- GS 699 Practicum in College Teaching.

**3. Discussion of proposed course:**

- 3.1 **Schedule Type:** N-Internship
- 3.2 **Learning Outcomes:** At the conclusion of the course students will be able to:
  - Demonstrate active learning strategies in a classroom setting
  - Construct, apply, and interpret the results of both formative and summative assessment tools that measure student learning and teaching effectiveness

- Analyze and manage classroom environments in relation to student learning and disciplinary practices
- Demonstrate increased comfort and confidence regarding teaching skills
- Articulate a philosophy of teaching
- Reflect, with input from a faculty member, on appropriate strategies to help students learn effectively
- Identify and change teaching behavior based on feedback and self-evaluation
- Over the semester, each student will give class presentations that will be observed by both classmates and instructor. Each student will also facilitate at least 8 group discussion sessions.
- Students will be required to satisfy the University requirement to be the “faculty of record”.
- Evaluate their own teaching effectiveness and creatively revise their approaches for improvement
- Reflect on and self-evaluate their own teaching in order to improve skills as a face-to-face classroom instructor
- Plan, facilitate, and evaluate classroom instruction
- Facilitate student-centered classroom discussion and other interactive activities
- Use appropriate large and small group strategies in classroom instruction
- Make effective use of visual aids in classroom instruction

### 3.3 Content Outline:

- Communication skills
- Presentation style
- Clarity of instruction
- Organization
- Selection of course and lesson content
- Developing course objectives
- Use of instructional materials (e.g. readings, use of media)
- Application of most appropriate methodology for teaching specific content areas
- Commitment to teaching and concern for student learning
- Student achievement based on performance on exams and projects

3.4 **Student expectations and requirements:** The student will have the opportunity to achieve learning objectives by co-teaching, teaching, and facilitating classroom groups in the Course 110 Humans Relations class. Each student will teach a minimum of four classes and eight small group sessions. The faculty member will evaluate each student based on the learning outcomes and will provide weekly feedback.

### 3.5 Tentative texts and course materials:

Reading materials will be provided to the students on topics such as facilitating college level groups, teaching Human Relations and the following textbook:

Walker, Velma. (2014). *Becoming aware*. Dubuque, Iowa: Kendall Hunt Publishing Company.

## 4. Resources:

- 4.1 **Library resources:** Current resources are sufficient
- 4.2 **Computer resources:** Current resources are sufficient

## 5. Budget implications:

- 5.1 **Proposed method of staffing:** Existing faculty member. Dr. Fred Stickle will be teaching the course. This course will not alter his teaching load and will not alter the offerings in the department.
- 5.2 **Special equipment needed:** None
- 5.3 **Expendable materials needed:** None

5.4 **Laboratory materials needed:** None

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

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

**Department of Counseling and Student Affairs**      09/25/2013

**CEBS Curriculum Committee**      11/5/2013

**Graduate Council**      12/12/13

**University Senate**      \_\_\_\_\_



**College of Health and Human Services  
Department of Communication Sciences and Disorders  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Jo Shackelford, [jo.shackelford@wku.edu](mailto:jo.shackelford@wku.edu), 745-4360

**1. Identification of proposed course:**

- 1.1 Course prefix and number: SLP 517
- 1.2 Course title: Normal Language Development
- 1.3 Abbreviated course title: Normal Language Development
- 1.4 Credit hours: 3                      Variable credit: no
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: Permission of instructor
- 1.7 Course description:  
Introduction to development of speech and language across the lifespan with emphasis on comprehensive child development. Topics include development of speech and language, play, cognition, socialization, and emerging literacy.

**2. Rationale:**

- 2.1 Interdisciplinary Early Childhood Education (IECE) majors need foundational coursework in the normal development of language in children to supplement their more broad curriculum covering multiple aspects of child development. IECE students may take CD 481 Speech and Language Development as a required component of their undergraduate degree, but need to take a graduate level version in two instances: if they are out of sequence or if they come into the IECE graduate program without undergraduate coursework in normal speech and language development. This proposed course creates a graduate level option for IECE graduate students. In the past, it was taught as CD 481G but that course will be replaced by the one being proposed here.
- 2.2 Projected enrollment in the proposed course: 5 – 10 based on past enrollment in CD 481G.
- 2.3 Relationship of the proposed course to courses now offered by the department: The content is similar to CD 481 with the addition of graduate-level rigor.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other department offers a course with content specifically addressing development of speech and language in children.
- 2.5 Relationship of the proposed course to courses offered in selected benchmark and Kentucky institutions: Ball State University: SPAA 570 Language Development; James Madison Univ: CSD 540 Language Development and Disorders in Children for School Personnel; Towson Univ: SPPA 600 Language Development and Disorders From Birth Through Preschool; University of Louisville: CMDS 564 Normal Speech and Language Development.

**3. Discussion of proposed course:**

- 3.1 Schedule type: L
- 3.2 Learning Outcomes:
  - Successful course completion will result in students learning the normal developmental progression for communicative, cognitive, motor, social-emotional, and adaptive skills.

- Students will recognize common differences and disorders in speech/language development.
- Students will understand dialect, bilingualism, cultural diversity, and socioeconomic status and implications for development.
- Students will utilize research to analyze and interpret assessment data to write clear clinical reports.

3.3 Content outline:

- Normal development of communication, cognition, social-emotional, motor, literacy, and adaptive skills and brief discussion of common deviations that impact these areas
- Differentiating between normal, disordered, and different language
- Neurological bases of development
- Cognition and language
- Dialect
- Bilingualism
- Language learning processes
- Basic assessment vocabulary
- Language sampling and reporting

3.4 Student expectations and requirements:

- Projects,
- Discussion,
- Report writing,
- Exams

3.5 Tentative texts and course materials:

Owens, R.E. (2008). *Language Development: An Introduction*. (8<sup>th</sup> ed.). Boston, MA: Pearson.  
 Gard A., Gilman, L., & Gorman, J. (1993). Speech & Language Development Chart. PRO-ED.  
 Berko, J. (1958). The child's learning of English morphology. *Word*, 14 150-177.

**4. Resources:**

- 4.1 Library resources: Adequate  
 4.2 Computer resources: Adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: The staff member who teaches CD 481G will teach this course. CD 481G will be deleted.  
 5.2 Special equipment needed: None  
 5.3 Expendable materials needed: None  
 5.4 Laboratory materials needed: None

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

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

Department: Communication Sciences and Disorders

10/18/2013

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CHHS Graduate Curriculum Committee

11/11/2013

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Professional Education Council

Graduate Council

12/12/13

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University Senate

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**College of Health and Human Services  
Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Doris Sikora, [doris.sikora@wku.edu](mailto:doris.sikora@wku.edu) , 745-3993

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 511
- 1.2 Course title: Grant Writing for Child and Family Programs
- 1.3 Abbreviated course title: Grant Writing for Child/Family
- 1.4 Credit hours: 3                      Variable credit (no)
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Introduce and provide students with the background necessary to develop a funding proposal. The grant writing process and how to manage the award will be explored.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: As funding and budgets are tight in many community child and family programs, students need to know how to get additional funds for programs and specific projects in the field of child and family studies.
- 2.2 Projected enrollment in the proposed course: 15- 20
- 2.3 Relationship of the proposed course to courses now offered by the department: no relationship, there are no other grant writing courses in the department.
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - PSY 475 Grant Writing was created and has only been taught one time.
  - REC 460 Grant Writing for Non-Profit Organizations is at the undergraduate level
  - RSA 565 Non-Profit Grant Writing and Fundraising based on the objectives of the course has a focus on fundraising.
  - PH 575 Health Education/Promotion Program Planning includes a component on grant writing but it is not the focus of the course.
  - SWRK 610 Social Work Administration and Supervision includes a component on grant writing but it is not the focus of the course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: No bench mark schools with a graduate program in the child and family area offers a grant writing course. There are numerous universities with grant writing courses, but they are mostly in the English department.

**3. Discussion of proposed course:**

- 3.1 Schedule type: Online
- 3.2 Learning Outcomes: As a result of the course, students will demonstrate their ability to:
  - Create a grant application
  - Conduct a search for funding sources
  - Recognize the general characteristics of a winning grant proposal
  - Write for a competitive grant proposal
  - Prepare a budget appropriate for supporting a project

- Demonstrate an understanding of how to successfully manage a grant award

3.3 Content outline:

- Components of an application
- Helpful tools and resources
- Strategies for developing a proposal
- Identifying funding sources
- Matching Project with Funding Sources
- How to read and comprehend proposal guidelines and requests for proposals (RFP)
- General Characteristics of Funded Proposals
- Writing objectives
- Preparation and justification of a budget
- The grant review process
- Managing a Successful Grant

3.4 Student expectations and requirements:

- Students will demonstrate the ability to read RFP's
- Find appropriate grant funding
- Students will demonstrate the ability to write each of the following:
  - a. A grant introduction
  - b. A needs statement
  - c. A project design
  - d. An evaluation plan
  - f. A budget
  - g. An appendix
- Effectively evaluate a grant for funding
- Complete daily readings and assignments

3.5 Tentative texts and course materials:

- Ellen Karsh and Arlen Sue Fox. *The Only Grant-Writing Book You'll Ever Need*. Basic Books, Perseus Books Group. 3rd edition.
- Beverly A. Browning. *Grant Writing for Dummies*. Wiley Publishing. 3rd edition.
- Carlson, M. & ONeal-McElrath, T. (2008). *Grants Step by Step*. 3rd Ed. Jossey-Bass, San Francisco. CA

**4. Resources:**

4.1 Library resources: Current Library holdings in support of this course are adequate.

4.2 Computer resources: adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this will be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 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:**

Family and Consumer Sciences Department

9/13/2013

CHHS Graduate Curriculum Committee

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10/14/2013

Undergraduate Curriculum Committee

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12/12/13

University Senate

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**College of Health and Human Services  
Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. D'Lee Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), 745-6942

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 540
- 1.2 Course title: Infant and Toddler Development and Research
- 1.3 Abbreviated course title: Infant/Toddler Dev & Research
- 1.4 Credit hours: 3                      Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: Successful completion of a child development course at the undergraduate level or permission of instructor.
- 1.7 Course description: In-depth study of infant and toddler development and theories, integrating and applying current research in relevant areas.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with young children need an in-depth knowledge of the development of infant and toddlers in order to teach and assess them as well as advocate on their behalf. This course will include a survey of perception, genetics (physical development), cognition, social, and emotional development.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The undergraduate course Infant and Toddler Curriculum and Development (FACS 295) is offered for the AA Early Childhood Education degree and the BA Child Studies degree. The purpose of the undergraduate course is to apply development of infants and toddlers to curriculum development in the early childhood classroom. The proposed graduate course will be an advanced course and will be applicable to diverse settings.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other courses of this type.
  - CNS 557 Human and Family Development includes a component on infant and toddler development but it is not the focus of the course.
  - SWRK 510 Human Behavior in the Social Environment includes a component on infant and toddler development but it is not the focus of the course.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
In researching Western Kentucky University's benchmark schools, courses at these universities were discovered:
  - **Northern Illinois University:** FCNS 539 Infant Development in the Family: Typical and AtypicalOther universities throughout the country were also reviewed:
  - **Oklahoma State University:** HDFS 5243 Infant Behavior and Development

**3. Discussion of proposed course:**

- 3.1 Schedule type: L-Lecture
- 3.2 Learning Outcomes:  
Upon successful completion of this course, students will be able to:

- Compare and evaluate human development theories as they apply to infants and toddlers.
  - Analyze current research relating to infants and toddlers.
  - Apply developmental theories and empirical materials to current issues and work situations involving infants and toddlers.
  - Develop an age-appropriate program or intervention or a research study focusing on infants and toddlers.
- 3.3 Content outline:
  - Classic developmental theories including:
    - Piaget
    - Information Processing
    - Vygotsky
    - Magda Gerber
    - Bronfenbrenner
  - Review of current research
  - Develop a research or outreach program
- 3.4 Student expectations and requirements: Students will be expected to complete exams, reflections, and a final project to include outreach program or research project development.
- 3.5 Tentative texts and course materials:
  - Damon, W & Lerner, R.M. (2006). *Handbook of child psychology, Vol. 1: Theoretical models of human development. 6<sup>th</sup> Ed.* Wiley.
  - Peer-reviewed journal articles from journals including:
    - *Child Development*
    - *Young Children*
    - *Early Childhood Research Quarterly*
    - *Journal of Child and Family Studies*
    - *Family Relations*
- 4. **Resources:**
  - 4.1 Library resources: Current Library holdings in support of this course are adequate.
  - 4.2 Computer resources: The Department of Family and Consumer Sciences has adequate resources to support students and faculty
- 5. **Budget implications:**
  - 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
  - 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:**



Family and Consumer Sciences Department

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

9/13/2013

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10/14/2013

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12/12/13

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**College of Health and Human Services  
Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Darbi Haynes-Lawrence, [Darbi.Haynes-Lawrence@wku.edu](mailto:Darbi.Haynes-Lawrence@wku.edu), 745-2525

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 541
- 1.2 Course title: Home Based Positive Behavioral Supports
- 1.3 Abbreviated course title: Home Pos Behavioral Supports
- 1.4 Credit hours: 3                      Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: Acquaints students with positive behavioral assessment and supports working with parents of typically developing children in home settings. Observation hours required.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with parents and young children in home based settings often experience concerns from parents regarding the behavior of their typically developing young children. This course is designed to educate students who will work with parents in the home setting versus formal school setting, regarding positive behavior development of young children.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The undergraduate Child Studies program offers a course on 'Challenging Behaviors' (FACS 496). This proposed course will build on and expand content learned in the undergraduate course.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Special Education Department offers SPED 432G "Applied Behavior Analysis" which has a pre-requisite of two special education courses (SPED 331 and 333) and focuses on setting 'realistic classroom specific performance objectives for individuals with disabilities.' This class also requires field experiences in public schools. The proposed course is designed to educate students who will work with parents in the home setting regarding positive behavior development of young, typically developing children. PSY 540 "Behavior Problems of Childhood and Adolescence" may have components dealing with behavior assessment and support but is focused on clinical and school treatment of problems encountered in school settings, not the home. IECE 522 "Family-Focused Services" deals with family assessment and the development of family plans but with the pre-requisite of IECE 520 (and FACS 577) the implication is that it will deal with atypical development issues, not typically developing children, which is the focus of this course.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - **Middle Tennessee State:** SPED 5240 Methods and Techniques of Behavior Management
  - **Ohio University:** EDSP 5740 Behavioral Management for Learners with Special Needs
  - **New Mexico State University:** SPED 567 Behavior Disorders in a Diverse Society

Classes were found at the institutions below that are in-line with this course proposal. The children in these settings may or may not have disabilities.

  - **Northern Illinois University:** FCNS 635 Behavior Assessment of the Infant and Young Child.

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

- 3.1 Schedule type: L-Lecture
- 3.2 Learning Outcomes: By the end of this course, students should be able to:
  - Analyze and debate theory and practice surrounding challenging behaviors
  - Demonstrate knowledge of functional behavioral assessment and analysis
  - Appraise challenging behaviors
  - Propose, implement and conclude behavioral project designed to modify a behavior of a young child.
- 3.3 Content outline:
  - Review of the study of challenging behavior
  - Risk and protective factors
  - Behaviors: Preventing, replacing, encouraging
  - Guidance of appropriate behaviors
  - Functional assessment and positive behavior support
  - Working with families
- 3.4 Student expectations and requirements: Student expectations include reading assigned books, chapters and articles; actively participating in discussions of readings, completing written assignments such as reviews of literature, exams, quizzes, completing a functional behavior assessment and analysis, develop a behavior management plan and any other assigned projects. Students will be expected to complete observation hours.
- 3.5 Tentative texts and course materials:
  - Bell, S.H., et al. (2004). *Challenging behaviors in early childhood settings: Creating a place for all children*. Brookes Publishing.
  - Hieneman, M., Childs, K., and Sergay, J. (2006). *Parenting with positive behavior support: A practical guide to resolving your child's difficult behavior*. Brookes Publishing.
  - Kaiser, B. & Rasminsky, J.S., (2012). *Challenging behavior in young children: Understanding, preventing and responding effectively*. 3<sup>rd</sup> edition. Pearson Publishing.
  - Koegel, L.K., Koegel, R.L., & Dunlap, G. (1996). *Positive behavioral support: Including people with difficult behavior in the community*. Brookes Publishing.
  - Lucyshyn, J.M., Dunlap, G., & Albin, R.W. (2002). *Families & positive behavior support: Addressing problem behavior in family contexts*. Brookes Publishing.
  - Porter, L. (2008). *Young Children's Behavior*. Brookes Publishing.
  - Reynolds, E. (2008). *Guiding young children: A problem solving approach*. McGraw Hill.

### **4. Resources:**

- 4.1 Library resources: Current Library holdings in support of this course are adequate.
- 4.2 Computer resources: The Department of Family and Consumer Sciences has adequate resources to support students and faculty.

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

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 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:**

Family and Consumer Sciences Department	9/13/2013
CHHS Graduate Curriculum Committee	10/14/2013
Graduate Council	12/12/13
University Senate	

Proposal Date: September 13, 2013

**College of Health and Human Services  
Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Darbi Haynes-Lawrence, [Darbi.Haynes-Lawrence@wku.edu](mailto:Darbi.Haynes-Lawrence@wku.edu), 745-2525

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 542
- 1.2 Course title: Stress and Coping in Children
- 1.3 Abbreviated course title: Stress and Coping in Children
- 1.4 Credit hours: 3                      Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: Successful completion of a child development course at the undergraduate level or permission of instructor.
- 1.7 Course description: Prepare students to work with children who are facing extreme stress. Factors influencing development of coping skills in children are emphasized. Observation hours required.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with children and families need an understanding of the role stress plays in a child's life. This course will prepare students to work with children who are facing extreme stress. Factors that influence the development of coping skills in children are emphasized.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
A Child and Family Stress course (FACS 395) is offered at the undergraduate level. The undergraduate course takes a broad look at child and family stress. The proposed graduate course emphasizes the development of coping skills in children.
- 2.4 Relationship of the proposed course to courses offered in other departments: Currently there are no courses offered in other departments at WKU.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
In researching Western Kentucky University's benchmark schools, courses at these universities were discovered:
  - **East Carolina University:** CDFR 5412 Family Crisis and Resources, CDFR 5420 Family Intervention models, CDFR 6022 Perspectives on Death and Dying
  - **Illinois State University:** FCS 310 Family Crises (Illinois State University uses course numbers from 300 up for graduate programs.)
  - **Northern Illinois University:** FCNS 685 Family Stress and Structural Diversity
  - **Ohio University:** CFS 5670 Children, Families, Stress and Trauma

Other universities throughout the country were also reviewed and many courses on stress were found:

- **Indiana University:** HPER-F557 Stress and Resilience in the Family and Community
- **New Mexico State University:** FCS 589 Family Crises

**3. Discussion of proposed course:**

- 3.1 Schedule type: L-Lecture

3.2 Learning Outcomes:

Upon completion of this course, students will be able to:

- Compare theories and models of stress as they apply to families and children
- Appraise the secondary effects of exposure to stress
- Analyze social support systems
- Critique how family systems impact resilience
- Analyze coping strategies as related to children in stress

3.3 Content outline:

- Stress theories
- Stress models
  - Family model of stress
  - ABCX formula and Double ABCX model
  - Family Adjustment Adaptation Response (FAAR) model
  - Typology model of family adjustment and adaptation
  - Resilience model of family stress, adjustment and adaptation
  - Family distress model
- Stress and coping in children
  - The coping process
  - Adaptive functioning in young children

3.4 Student expectations and requirements: Students will be expected to complete examinations, observations, reflections, critiques and a family assessment and interview project.

3.5 Tentative texts and course materials:

- Balk, D. (2010). *Children's encounters with death, bereavement, and coping*.
- Brenner, A. (1984). *Helping children cope with stress*. Jossey-Bass Publications.
- Boss, P.G. (2001). *Family stress management*. 2<sup>nd</sup> Ed. Sage Publications
- Boss, P.G. (2002). *Family stress: Classic and contemporary readings*. Sage Publications
- McKenry, P.C. & Price, S.J. (2005). *Families and change: Coping with stressful events and transitions*. 3<sup>rd</sup> Ed. Sage Publications
- Weber, J.G. (2011). *Individual and family stress and crisis*. Sage Publications.
- Zeitlin, S., and Williamson, G.G. (1994). *Coping in young children: Early intervention practices to enhance adaptive behavior and resilience*. Brookes Publishing.
- Course packet of journal articles highlighting how children cope with stress from journals including but not limited to: *Child Development*, *Young Children*, *Early Childhood Research Quarterly*, *Journal of Child and Family Studies*, and *Family Relations*, *Journal of Research in Childhood Education*, *Early Education & Development*

4. Resources:

4.1 Library resources: Current Library holdings in support of this course are adequate.

4.2 Computer resources: The Department of Family and Consumer Sciences has adequate resources to support students and faculty

5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 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:**

Family and Consumer Sciences Department	9/13/2013
CHHS Graduate Curriculum Committee	10/14/2013
Graduate Council	12/12/13
University Senate	

**College of Health and Human Services  
Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. D'Lee Babb, [dlee.babb@wku.edu](mailto:dlee.babb@wku.edu), 745-6942

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 543
- 1.2 Course title: Global Perspectives of Child and Family
- 1.3 Abbreviated course title: Global Perspective Child & Fam
- 1.4 Credit hours: 3                      Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: Successful completion of a child development course at the undergraduate level or permission of instructor.
- 1.7 Course description: Study of similarities and variations of child development, family relations, and parenting among cultures from different regions around the world and in the United States.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: While working with children and parents, professionals come into contact and interact with persons of various backgrounds and cultures. A proper understanding of these cultures assists professionals as child and family services to better understand their students and clients. This course will expose students to multiple cultures as well as similarities and differences between these cultures. The combination of cultural studies within the child and family will make this a course that is unique to our program and assists to fulfill the university vision to be "A Leading American University with International Reach."
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: No other courses are offered.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other courses are offered.
- 2.5 Relationship of the proposed course to courses offered in other institutions: In researching Western Kentucky University's benchmark schools, no courses at these universities were discovered: No other courses are offered.

Although many other universities do not have a course of this type listed in their course catalog, similar courses may be taught as special topics courses. Cutting edge courses emphasizing families and children of various backgrounds and cultures are becoming more relevant in the current increasing global society. With the substantial regional refugee and immigrant population, it is important that Western Kentucky University educate their students in a way that will take them in a new direction and enable them to best serve the people which whom they will be working.

**3. Discussion of proposed course:**

- 3.1 Schedule type: L-Lecture
- 3.2 Learning Outcomes:
  - Upon completion of this course, students will be able to:
    - Distinguish between the three primary parenting perspectives.



- Explain parenting practices from various cultures.
  - Analyze similarities and differences in perceptions of child development in various cultures.
  - Adapt common research methods and questions to be culturally sensitive.
  - Design and conduct a research project that will utilize either quantitative or qualitative methods to collect and analyze data.
- 3.3 Content outline:
- Child development and parenting in Western cultures.
  - Survey research articles about child development, parenting and family relations from various cultures to include Asia, South America, Europe, North Africa and the Middle East, and Sub-Saharan Africa.
  - Research project
- 3.4 Student expectations and requirements: Students will be expected to complete exams, reflections, and a research project.
- 3.5 Tentative texts and course materials:
- Peer-reviewed journal articles from journals such as *Child Development*, *Young Children*, *Early Childhood Research Quarterly*, *Journal of Child and Family Studies*, and *Family Relations*.
- 4. Resources:**
- 4.1 Library resources: Current Library holdings in support of this course are adequate.
- 4.2 Computer resources: The Department of Family and Consumer Sciences has adequate resources to support students and faculty
- 5. Budget implications:**
- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 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:**
- |   |            |
|---|------------|
| Family and Consumer Sciences Department | 9/13/2013  |
| CHHS Graduate Curriculum Committee      | 10/14/2013 |
| Graduate Council                        | 12/12/13   |
| University Senate                       |            |

**College of Health and Human Services  
Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Jonghee Shim, [jonghee.shim@wku.edu](mailto:jonghee.shim@wku.edu), 745-4613

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 544
- 1.2 Course title: Issues in Child Care and Early Education
- 1.3 Abbreviated course title: Issues in Child Care/Early Ed
- 1.4 Credit hours: 3 credit hours      Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: Comprehensive review and discussion of theory, research, practice, and public policy aspects of child care and early education within their cultural and historic contexts. Observation hours required.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The proposed course will provide an overview of past and current societal responses to the need for child care and early education.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: Currently, no similar courses that address this topic are being offered by the department.
- 2.4 Relationship of the proposed course to courses offered in other departments: Currently, no similar courses that address this topic are being offered in other departments at WKU. The catalog listing for IECE 520, Organizing Programs for Early Childhood Special Education indicates that the course focuses on “service delivery options, teaming issues, and atypical development specific to sensory, physical and cognitive disabilities.” Verbal discussions with faculty in the College of Education and Behavioral Sciences indicate that the course may also address some aspects beyond those specific to certain disabilities. However, the focus of the proposed course is a comprehensive review and discussion of theory, research, practice, and public policy aspects of child care and early education within cultural and historic contexts. As a result, the perspectives of the two courses are different.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
The benchmark university that offers a similar course includes:
  - Middle Tennessee State University (CDFS 5360: Day Care Perspectives)Other universities that offer a similar course include:
  - Purdue University (CDFS 62100: Children’s Development in Child Care & School Settings).
  - Florida State University (CHD5619: Child Care Issues and Advocacy)

**3. Discussion of proposed course:**

- 3.1 Schedule type: L (Lecture)
- 3.2 Learning Outcomes:  
Upon successful completion of the proposed course, the students will be able to:
  - Analyze how certain historic events, societal, demographic, and economic changes have influenced the shape and development of the field of child care and early education.

- Differentiate types of child care and early education programs and debate the distinctive issues arising in each setting.
  - Analyze the state of child care and early education programs today by evaluating to what degree society is meeting the child care needs of children and their families.
  - Decide the issue of what constitutes quality in child care and early education programs and bolstering the discussion with reference to relevant studies and reports.
  - Evaluate developmental outcomes for children who have attended child care and early education programs.
  - Appraise how educators, government, health/mental health professionals, business, the media, and child advocates have responded to child care and early education issues and decide future trends based on past and present conditions.
  - Determine alternative child care and early education programs and policies, comparing the situation in the United States with programs and policies in other industrialized centuries in Europe and Asia.
- 3.3 Content outline:
- Historical perspective in child care issues
  - State of child care today: Types of care
  - State of child care today: How the system is working
  - Child care quality: What constitutes quality and how to deliver it
  - Issues arising from the impact of nonparental care on child outcomes, the parent, and caregiver
  - Issues arising from the impact of nonparental care on public policy and financing child care
  - Child care and early education alternatives in other industrialized countries
  - Issues in child care and early education: A look to the future
- 3.4 Student expectations and requirements:
- Discussion
  - Observation report based on the field experience
  - Research Paper
  - Presentation of the research paper
- 3.5 Tentative texts and course materials:
- Gormley, W. (1995). *Everybody's children: Child care as a public problem*. Washington, D.C.: The Brookings Institute.
  - Helburn, S. W., & Bergmann, B. R. (2005). *America's child care problem: The way out*. New York: Palgrave Macmillan.
  - Spodek, B., & Saracho, O. (1992). *Issues in child care*. New York: Teachers College Press.
  - Zigler, E., Marsland, K., & Lord, H. (2010). *The tragedy of child care in America*. New Haven, CT: Yale University Press.
  - Course packet of journal articles from journals including but not limited to:
    - *Child Development*
    - *Early Childhood Research Quarterly*
    - *Early Education & Development*
    - *Journal of Research in Childhood Education*
    - *Developmental Psychology*

#### 4. Resources:

- 4.1 Library resources: Current Library holdings in support of this course are adequate.
- 4.2 Computer resources: Adequate

#### 5. Budget implications:

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 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:**

Family and Consumer Sciences Department	9/13/2013
CHHS Graduate Curriculum Committee	10/14/2013
Graduate Council	12/12/13
University Senate	

**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 550
- 1.2 Course title: Youth and Family Theory and Research
- 1.3 Abbreviated course title: Youth/Family Theory/Research
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Analysis of theories and research relevant to the development of adolescents and family life. Prepare professionals to work with youth and families in various settings. Field work required.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with families need background in developmental theories as they relate to youth populations and families. This course will prepare professionals to utilize research and theory as they work with youth and families.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the course will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department offers a course in family relationships (FACS 311) but nothing dealing specifically with youth.
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - PSY 421 G Psychology of Early Adolescence, PSY 422G Adolescent Psychology both discuss adolescence, but focus on the clinical psychology of this age group.
  - PSY 423G Psychology of Adult Life and Aging discusses adulthood but focuses on the clinical psychological processes.
  - SOCL 551 Sociology of the Family discusses the impact of culture on families.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - University of Kentucky: FAM 601, Family Processes, FAM 652, Readings in Family Theory and Research
  - The University of Southern Mississippi: CD 650, Theories in Child and Family Studies; FAM 650, Individual and Life Cycle Development; FAM 651, Adolescence and the Family System
  - University of North Carolina- Greensboro: HDF 653 Contemporary Research in Family Studies; HDF 655 Family Theory; HDF 651, Contemporary Research in Human Development; HDF 652, Theories of Human Development
  - University of North Carolina- Charlotte: CHFD 6220, Family Theory and Research
  - Ohio University: FCS 674, Advanced Family Development
  - Northern Illinois University: FCNS 584, Family Theories; FCNS 684, The Family with Adolescents
  - East Carolina University: CDFR 6401, Family Theories and Issues; CDFR 6404/6406, Human Development within the Family, Part I & II; CDFR 6407, Family Systems Theories
  - Central Michigan University: HDF 609, Applications of Theory and Research in Human Development; HDF 615, Applications of Theory and Research in Family Development

### 3. Discussion of proposed course:

- 3.1 Schedule type: Lecture
- 3.2 Learning Outcomes: Students will be able to:
  - Identify, compare, and contrast family and youth theories
  - Differentiate theoretical perspectives to explain observed behavior
  - Apply theoretical models to a variety of settings involving adolescents and adults
  - Evaluate adolescent and adult experiences
  - Explore intervention models used when working with youth and families
- 3.3 Content outline:
  - Family theories
    - Conflict theory
    - Family development theory
    - Family ecology theory
    - Family systems theory
    - Feminist perspective/ theory
    - Resource theory
    - Social exchange theory
    - Structural Functionalism theory
    - Symbolic interaction theory
  - Family variations and transitions
  - Adolescent/youth development
  - Working with adolescents/youth
  - Models available to assist youth and families
- 3.4 Student expectations and requirements:
  - Youth and family interviews
  - Youth and family observation
  - Application of theories and research to model, in context
  - Case study analysis
  - Research project
  - Research/reflection paper
  - Exams
- 3.5 Tentative texts and materials:
  - Fine, M. A. & Fincham, F. D. (Ed.). (2013). *Handbook of family theories: A content-based approach*. New York: Routledge.
  - Bengtson, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P. & Klein, D. M. (2005). *Sourcebook of family theory & research*. Sage.
  - White, J. M. & Klein, D. M. (2008). *Family theories*. Sage.
  - Buchroth, I. & Parkin, C. (2010). *Using theory in youth and community work practice*. Sage.
  - Hamilton, S. F. & Hamilton, M. A. (2004). *The youth development handbook*. Sage.

### 4. Resources:

- 4.1 Library resources: Current Library holdings in support of this course are adequate.
- 4.2 Computer resources: adequate

### 5. Budget implications:

- 5.1 Proposed method of staffing:

Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.

- 5.5 Special equipment needed: none needed
- 5.6 Expendable materials needed: none needed
- 5.7 Laboratory materials needed: none needed

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

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

Family and Consumer Sciences Department	9/13/2013
CHHS Graduate Curriculum Committee	10/14/2013
Graduate Council	12/12/13
University Senate	

**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 551
- 1.2 Course title: Community, Child, & Youth Program Development
- 1.3 Abbreviated course title: Child & Youth Program Develop
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Basic concepts in planning, conducting, administering, and evaluating community child and youth programs.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with children, youth, and families need training and experience in developing, conducting, managing, and evaluating programs. This course will prepare professionals through participation in a community-based project involving the practical application of program design, implementation, and evaluation.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the course will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department offers a course in family life education (FACS 493) that introduces program development but does not provide the depth needed for those in charge of running such programs on a continual basis.
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - REC 424G Camp and Conference Center Administration—this course focuses on the facilities manager role.
  - PH 548 Community Health Organization—includes a component to review and analyze community organizations, but is not as complete as this proposed course.
  - PH 575 Health Education/Promotion Program Planning—is focused on programs dealing with health education rather than child, youth and family programs.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - Illinois State University: FCS 380, organization and Administration of Vocational Cooperative Education Programs; FCS 382, Coordination Techniques of Cooperative Vocational Education Programs (Illinois State University uses course numbers from 300 up for graduate programs.)
  - Middle Tennessee State University: HSC 6530, Effective Program Management
  - Ball State University: EDAC 632, Organizing Adult and Community Education Program; EDAC 638, Program planning in Community and Adult Education
  - University of Kentucky: CLD 665, Program Development and Evaluation
  - New Mexico State University: AXED 515, Youth Program Development and Management; AXED 530, Teaching Adults in Nonformal Settings

**3. Discussion of proposed course:**

- 3.1 Schedule type: Lecture



- 3.2 Learning Outcomes: Students will be able to:
  - Apply underlying theory and methods in program design and evaluation
  - Develop skills necessary for program development and implementation
  - Evaluate community-based programs
  - Select and apply appropriate methods of data analysis (qualitative and quantitative) for program reporting
  - Interpret evaluation findings to inform program design, practice, and overall worth of a program
  - Identify critical issues when working with volunteers
  - Identify relevant issues in program design, implementation, and evaluation, including cultural awareness
- 3.3 Content outline:
  - Theory and foundations of community-based child and youth programs
  - Needs assessment creation and implementation
  - Program development
  - Program implementation
  - Volunteer recruitment, training, and supervision
  - Program evaluation, including data analysis
  - Impact of community cultural issues
- 3.4 Student expectations and requirements:
  - Creation, implementation, and evaluation of community-based child and youth program
  - Development of needs assessment for community-based child and youth program
  - Development of volunteer plan for community-based child and youth program
  - Observations, interviews, and reflections of current community-based child and youth programs
- 3.5 Tentative texts and course materials:
  - Weiss, C. A (1998). *Evaluation: Methods for Studying Programs and Policies* (2<sup>nd</sup> edition). Prentice-Hall: NJ (ISBN 0-13-309725-0)
  - Chen, H. T. (2004). *Practical Program Evaluation*. Sage Publications
  - Calley, N. G. (2010). *Program Development in the 21<sup>st</sup> Century: An evidence-Based Approach to Design, Implementation, and Evaluation*. Sage Publications
  - Robinson, J. W. & Green, G. P. (2010). *Introduction to Community Development: Theory, Practice, and Service-Learning*. Sage Publications
4. **Resources:**
  - 4.1 Library resources: Current Library holdings in support of this course are adequate.
  - 4.2 Computer resources: adequate
5. **Budget implications:**
  - 5.1 Proposed method of staffing:
 

Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
  - 5.2 Special equipment needed: none needed
  - 5.3 Expendable materials needed: none needed
  - 5.4 Laboratory materials needed: none needed
6. **Proposed term for implementation:** Fall 2014
7. **Dates of prior committee approvals:**

Family and Consumer Sciences Department

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

9/13/2013

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10/14/2013

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12/12/13

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**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Adam R. West, [adam.west@wku.edu](mailto:adam.west@wku.edu), 270-745-5138

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 560
- 1.2 Course title: Family Diversity
- 1.3 Abbreviated course title: Family Diversity
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Examination of the multiple meanings of family. Particular focus includes the history, demographics, and cultural variations of traditionally marginalized groups and relationships.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with individuals and families need a foundation and understanding of the many diverse family forms such as same-sex relationships, mixed-race families, age-different marriages, and stay-at-home-fathers. This understanding can help better meet the social and cultural needs of the families they work with. This course will provide a theoretical foundation and practice of complex nature of the families and prepare students to work directly with individuals and families in a family-centered environment.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department of Family and Consumer Sciences does not currently offer a specific course that is focused solely on varied family forms. A number of undergraduate courses discuss family formations, including Family Relations (FACS 311), Adoption Theory and Research (FACS 396), Parenting Strategies (FACS 494), Family and Relationship Violence (FACS 495), Family Policy Analysis (FACS 499).
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - CNS 555, Social and Cultural Diversity, focuses on the education and counseling settings. The proposed graduate course focuses on the varied family forms in a variety of contexts.
  - PSY 520, Individual Differences and Human Diversity, focuses on the psychological and cognitive aspects of individuals. The proposed graduate course focuses on the family unit and the many varied family forms.
  - SWRK 510, Human Behavior in the Social Environment, focuses on behaviors in the context of a variety of groups including the family. The proposed graduate course focuses primarily on the family and specifically traditionally understudied and disenfranchised family groups.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - Appalachian State University: CI/SPE 5045 Advanced Topics in Diversity
  - Middle Tennessee State University: CDFS 5340 The Contemporary Family
  - Ohio University: CFS 5600 Children, Families, and Diversity

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

3.1 Schedule type: L—Lecture

3.2 Learning Outcomes:

Upon successful completion of the course, students will be able to:

- Demonstrate familiarity with the historical and cultural heritage of families throughout history, with particular attention to the families within the United States.
- Analyze variations in development and functioning that arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, and socioeconomic status.
- Synthesize and apply strategies for helping families and discriminated groups in a professional setting.
- Report on self-awareness and the professional use of self in culturally competent, diverse, and ethical work with families.

3.3 Content outline:

- Definitions of family
- History of family in the United States
- Discrimination of families from past to present
- Romantic relationship processes
- Parenting relationships
- Women and their place in family and in society
- Men and their place in family and society
- Same-sex relationships in society
- Interracial relationships and families

3.4 Student expectations and requirements:

- Case study analyses
- Individual introspective paper
- Family interview and immersion paper
- Weekly questions/query
- Exams

3.5 Tentative texts and course materials:

- Course readings packet of recent peer-reviewed papers and edited book chapters
- Zinn, M. B., Eitzen, D. S., & Wells, B. (2011). *Diversity in Families* (9<sup>th</sup> Edition), Boston: Pearson.
- Ferguson, S. J. (2012). *Shifting the Center: Understanding Contemporary Families* (4<sup>th</sup> Edition). New York: McGraw Hill.

### **4. Resources:**

4.1 Library resources: Current Library holdings in support of this course are adequate.

4.2 Computer resources: Current departmental and college computer resources are adequate.

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

5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.

5.2 Special equipment needed: None.

- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

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

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

Department of Family and Consumer Sciences	9/13/2013
CHHS Graduate Curriculum Committee	10/14/2013
Graduate Council	12/12/13
University Senate	

**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Adam R. West, [adam.west@wku.edu](mailto:adam.west@wku.edu), 270-745-5138

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 561
- 1.2 Course title: Adult Development and Aging in the Family
- 1.3 Abbreviated course title: Adult Development
- 1.4 Credit hours: 3                      Variable credit: No
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Examination of the development of the adult through the life cycle and aging processes in the context of family and relationships. Particular interest is paid to biological, cognitive, social, and cross-cultural theories of development.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with families need a foundation and understanding of adulthood and aging within the family. Adulthood is the longest phase of the life cycle and is a time of change and development for both individuals and families. Furthermore, with increased life expectancy, changes in technology and sociocultural pattern, and increased numbers of older adults in the United States necessitates that graduates have an understanding of these changing demographics. Students need preparation working in a variety of situations with families such as caseworkers, extension agents, advocates, and education
- 2.2 Projected enrollment in the proposed course: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department of FACS does not currently offer a specific course that is focused solely on adult development. A number of undergraduate courses briefly discuss topics relevant to adult development including Family Relations (FACS 310), Parenting Strategies (FACS 494), Family and Relationship Violence (FACS 495), Family Policy Analysis (FACS 499).
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - PSY 423G, Psychology of Adult Life and Aging, focuses on cognition, memory, and other psychological processes. The proposed course would incorporate an interdisciplinary view including theories from fields such as sociology, human development, biology, and economics.
  - ADED 611, Adult Learning and Development, focuses on adult learning and strategies for teaching adult learners. The proposed course would focus more heavily on theories and process of human development.
  - GERO 501, Perspectives on Aging, focuses on an interdisciplinary approach of issues and concepts in gerontology, including the individual and societal contexts. The proposed course would also focus on an interdisciplinary study of adult development, but in the context of the

family. The family context may include the individual level, but would not include the societal level perspectives of aging.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
- East Carolina University: CDFR 5411 Counseling Elders and Their Families
  - Middle Tennessee State University: CDFS 5390 Families in Later Life
  - Middle Tennessee State University: CDFS 5391 Aging Health and Development
  - Ohio University: CFS 5660 Transitions in Development: Middle and Later Life
  - Ohio University: CFS 6890 Self, Aging, and Society
  - University of Southern Mississippi: FAM 653 Adulthood and Aging in the Family System

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

3.1 Schedule type: L—Lecture

3.2 Learning Outcomes:

Upon successful completion of the course, students will be able to:

- Describe the adult developmental processes, life cycle changes, and aging in the context of the family.
- Differentiate the various biological, psychosocial, and cultural theoretical perspectives of adult development from young to late adulthood.
- Analyze multiple perspectives and theories on adult development.
- Reflect on personal development as it applies to theories and perspectives of adult development and lifelong learning.

3.3 Content outline:

- Theories of Adult Development
- Health and Physical changes in adulthood
- Mental health
- Death and Bereavement
- Work and Retirement
- Memory and Cognition
- Leisure
- Marriage and Relationships in Adulthood
- Parenting throughout the life course

3.4 Student expectations and requirements:

- Case study analyses
- Individual research application paper
- Weekly questions/query
- Exams

- 3.5 Tentative texts and course materials:
- 3.6 materials:
- Cavanaugh, J., & Blanchard-Fields, F. (2010). *Adult Development and Aging (6th Edition)*. Belmont, CA: Wadworth, Cengage Learning.
  - Whitbourne, S.K., & Sliwinski, M.J. (2012). *The Wiley-Blackwell Handbook of Adulthood and Aging*. Oxford: Wiley-Blackwell.
  - Erber, J.T. (2013). *Aging and Older Adulthood (3<sup>rd</sup> Edition)*. Oxford: Wiley-Blackwell.

**4. Resources:**

- 4.1 Library resources: Current Library holdings in support of this course are adequate.
- 4.2 Computer resources: Current departmental and college computer resources are adequate.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

**6. Proposed term for implementation:** Fall 2013

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

Department of Family and Consumer Sciences	9/13/2013
CHHS Graduate Curriculum Committee	10/14/2013
Graduate Council	12/12/13
University Senate	



**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**1. Identification of proposed course:**

- 1.1 Course prefix and number: FACS 562
- 1.2 Course title: Advanced Family Resource Management
- 1.3 Abbreviated course title: Adv Family Resource Management
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Advanced study and application of consumerism as it relates to families.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Professionals working with families need advanced background in the management of the multiple resources families deal with, including money, time, energy, and work. These resources interconnect and are often exchanged one for another so they should be studied as a group. This course will prepare professionals in the synergistic nature of these resources and how they can guide families in the process of resource management.
- 2.2 Projected enrollment in the proposed course: It is anticipated that the course will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed course to courses now offered by the department: The department offers FACS 310, Management of Family Resources, an undergraduate course in resource management. The proposed course will be an advanced course building on and augmenting those concepts.
- 2.4 Relationship of the proposed course to courses offered in other departments:
  - BA 544 Labor & Human Resource Economics discusses business models of supply and demand relating to personnel
  - BA 560 Contemporary Human Resources Management discusses information critical for human resources personnel
  - PSY 711 Human Resources Management and Personnel Decisions for Organizational Leaders focuses on managing human resources in organizations, not families
- 2.5 Relationship of the proposed course to courses offered in other institutions:
  - University of Kentucky: FAM 668, Allocation of Family Resources
  - Northern Illinois University: FCNS 545, Management of Human and Family Resources
  - Middle Tennessee State University: HSC 5410, Consumer Economics; HSC 5420, Personal and Family Management; HSC 5430, Resource Management
  - Illinois State University: FCS 330, Decision-Making for Consumers (Illinois State University uses course numbers from 300 up for graduate programs.)

**3. Discussion of proposed course:**

- 3.1 Schedule type: Lecture
- 3.2 Learning Outcomes: Students will be able to:
  - Identify and utilize various resources available to assist in achieving family and personal goals
  - Apply basic principles of time management to organize and schedule personal time

- Apply basic principles of money management for the individual and family
  - Identify and evaluate sources of information to assist in resource management
  - Implement the decision making process in problem solving
  - Apply basic principles to manage stress, fatigue, and work as individuals and family members
  - Develop skills in the conservation of resources such as time, energy, food, and money
- 3.3 Content outline:
- Complexity of family resource management
  - Family definition and theory
  - Management processes and decision making
  - Family needs and wants
  - Applying values, attitudes and behaviors to resource management
  - Identifying family resources (time, money, energy, people, etc.)
  - Economic principles and family application
  - Implementing and evaluating decisions in the family
  - Planning for the future
- 3.4 Student expectations and requirements:
- Time management study
  - Comparison of “scratch” and ready-made items for the home
  - Work simplification activity
  - Journal entries
  - Case study analysis
  - Exams
- 3.5 Tentative texts and course materials:
- Moore, T. J. & Asay, S. M. (2013). *Family Resource Management*. Thousand Oaks, CA: Sage Publications
  - Goldsmith, E. B. (2012) *Resource Management for Individuals and Families* (5<sup>th</sup> Edition). Upper Saddle River, NJ: Prentice Hall
- 4. Resources:**
- 4.1 Library resources: Current Library holdings in support of this course are adequate.
- 4.2 Computer resources: adequate
- 5. Budget implications:**
- 5.1 Proposed method of staffing:  
Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester. It is anticipated that within the next year, a new tenure track faculty member will be requested to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses.
- 5.5 Special equipment needed: none needed
- 5.6 Expendable materials needed: none needed
- 5.7 Laboratory materials needed: none needed
- 6. Proposed term for implementation:** Fall 2014
- 7. Dates of prior committee approvals:**

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

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10/14/2013

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12/12/13

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

Contact Person: Ngoc Nguyen, ngoc.nguyen@wku.edu, 745-6221

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: STAT 550
- 1.2 Course title: Statistical Methods II
- 1.3 Abbreviated course title: Statistical Methods II
- 1.4 Credit hours and contact hours: 3
- 1.5 Grade Type: standard letter grade
- 1.6 Prerequisites:
- 1.7 STAT 549 with a grade of B or better; or permission of instructor.
- 1.8 Course catalog listing:  
Continuation of STAT 549. Topics include multiple linear regression, generalized linear models, two-way ANOVA and more general factorial design, block and nested designs, mixed and random effects models, analysis of covariance. Emphasis on analyzing real data using statistical software packages, such as SAS, SPSS, or R.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
Statistical methods for data analysis are widely used in many fields including (but not limited to) biology, business, economics, engineering, education, medicine, sociology, physics, and psychology. In our ever-increasing global society, making informed decisions is greatly enhanced by a strong understanding of how to analyze data. Additionally, with the vast amounts of data that are now collected and produced on a daily basis, the demand for employees skilled in data analysis is rising. This course will expose students to many important statistical methods and techniques and provide them with useful, marketable skills for a variety of career paths. This course is intended as a continuation of STAT 549 Statistical Methods I; it will expand students' abilities in statistical methodology beyond what is usually learned in a basic course.  
This course will be an elective course for graduate students enrolled in the MS program in the Department of Mathematics. This course is also open to students in other departments who are interested in statistical methods.
- 2.2 Projected enrollment in the proposed course:  
Initially, it is expected that mainly mathematics graduate students will have interest in this course. Considering only the number of graduate mathematics majors, STAT 550 is projected to initially enroll approximately 8 students per offering. However, it is expected that this number will increase as graduate students from other departments are informed about the course.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
STAT 550 is a continuation of STAT 549 and extends upon the topics currently covered in STAT 549. This course will provide students with more complete and extensive knowledge of various statistical methods.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
At the undergraduate level, some of these topics are taught in courses offered by the Departments of Economics, Biology, and Geography. At the graduate level, some of these topics are taught in discipline-focused courses offered by the Departments of Agriculture, Economics, Sociology, Public Health, Psychology, and Educational Leadership program (AGRI 491G, AGRI 590, ECON 465G, ECON 506, SOCL 408G, SOCL 510, SOCL 513, SOCL 514, SOCL 515, PH 501, PH 520, HCA 520, PSY512, PSY 513, EDFN 501, EDFN 601, EDFN 603, EDLD 712, EDLD722). Some of these courses also require one or more prerequisites in the same discipline. STAT 550 will cover statistical methods which can be used in a broad range of applications across many disciplines.
- 2.5 Relationship of the proposed course to courses offered in other institutions:

Many mathematics and/or statistics departments offer graduate level courses in statistical methods. Benchmark institutions with graduate courses that cover similar topics:

- Eastern Michigan University: MATH 573 Statistical Data Analysis
- Middle Tennessee State University: STAT 5130 Applied Statistics
- Missouri State University: MTH 645 Applied Statistics
- Northern Arizona University: STA 570/571 Statistical Methods I/II
- Oakland University: STA 502/503 Applied Linear Models I/II
- Stephen F. Austin State University: STA 520/521 Statistical Analysis I/II
- University of Northern Iowa: STAT 3771/5771 Applied Statistical Methods for Research
- Western Illinois University: STAT 553 Applied Statistical Methods
- Wichita State University: STAT 764 Analysis of Variance
- Youngstown State University: STAT 6949 Design and Analysis of Experiments
- University of Kentucky: STA 679 Design and Analysis of Experiments II

### 3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes:

A student who has successfully completed this course will be able to:

- Use multiple linear regression techniques to analyze data.
- Identify and implement various designs of experiments.
- Perform correct analysis of experimental or observational data using statistical software packages.
- Assess model fit and validity of assumptions.
- Suggest remedial measures or alternative analyses when assumptions are not met.
- Analyze real data sets using various statistical methods.
- Use statistical software package(s) to aid in performing the above tasks.

3.3 Content outline:

- Multiple linear regression
  - least squares estimation
  - inferences for multiple regression
  - F-test
  - residual diagnostics
  - transformations
- Model selection
  - multicollinearity
  - stepwise regression methods
  - variable selection methods
  - model assessment
- Factorial design
  - fixed models
  - mixed and random models
- Block and nested design
- Analysis of covariance
- Generalized linear models
  - binomial data
  - Poisson data
- Additional topics chosen by instructor (time permitting)

3.4 Student expectations and requirements:

Regular attendance is required. The student's grade in the course will be determined by performance on homework assignments, tests, projects, and/or a comprehensive final examination.

3.5 Tentative texts and course materials:

Cody, R. P. and Smith, J. K. 2005. *Applied Statistics and the SAS Programming Language* (5<sup>th</sup> Edition). New Jersey: Prentice Hall

Creswell, J. W. 2013. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4<sup>th</sup> Edition). London: Sage Publications.

Devore, J. L. 2011. *Probability and Statistics for Engineering and the Sciences* (8th Edition). Boston: Duxbury Press.

Freund, R. J., Mohr, D., and Wilson, W. J. 2010. *Statistical Methods* (3<sup>rd</sup> Edition). Academic Press.

Kutner, M., Nachtsheim, C., Neter, J., and Li, W. 2004. *Applied Linear Statistical Models* (5<sup>th</sup> Edition). Chicago: McGraw-Hill/Irwin.

Lawson, J. 2010. *Design and Analysis of Experiments with SAS* (1<sup>st</sup> Edition). New York: Chapman & Hall

Montgomery, D. C. 2012. *Design and Analysis of Experiments* (8<sup>th</sup> Edition). New York: Wiley.

Rao, P. V. 1997. *Statistical Research Methods in Life Sciences* (1<sup>st</sup> Edition). Boston: Duxbury Press

SAS Institute, Inc. 2012. *Getting Started with SAS Enterprise Miner 12.1*. Cary, NC: SAS Institute, Inc.

#### 4. Resources:

- 4.1 Library resources:  
See attached bibliography and Library Resources Form.
- 4.2 Computer resources:  
Computers with installation of SPSS, SAS and R computing software.

#### 5. Budget implications:

- 5.1 Proposed method of staffing:  
This course will initially be offered on a very limited basis due to the limited number of statisticians in the Department of Mathematics. When more statistics faculty members are hired, the frequency of offering can be increased.
- 5.2 Special equipment needed:  
A classroom equipped with an instructor desktop computer hooked to an LCD projector is sufficient; the department has access to several such classrooms.
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

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

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

Department of Mathematics	<u>November 15<sup>th</sup>, 2013</u>
OCSE Curriculum Committee	<u>November 22<sup>nd</sup>, 2013</u>
Graduate Council	<u>12/12/13</u>
University Senate	<u></u>

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

**College of Health and Human Services  
Family and Consumer Sciences Department  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997

**1. Identification of course:**

- 1.1 Current course prefix and number: FACS 520
- 1.2 Course title: Seminar in Consumer and Family Sciences

**2. Revise course title:**

- 2.1 Current course title: Seminar in Consumer and Family Sciences
- 2.2 Proposed course title: Professional Development Seminar in Family and Consumer Sciences
- 2.3 Proposed abbreviated title: Prof Development Seminar FACS
- 2.4 Rationale for revision of course title: This title is more descriptive of the content and professional focus of the course. It also reflects the new department name in the course title.

**3. Revise course number:**

- 3.1 Current course number: 520
- 3.2 Proposed course number: 510
- 3.3 Rationale for revision of course number: This will better align the course number to indicate a common course across FCS content and programs

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) N/A
- 4.2 Proposed prerequisites/corequisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Survey of recent developments and present trends conducted in a particular area of the Department of FACS or deemed appropriate by faculty and student demand.
- 5.2 Proposed course catalog listing: Examines recent developments and trends in the field to enable students to consult and collaborate with other professionals. Provides the foundation for life-long learning and the development of depth and breadth in FACS professions.
- 5.3 Rationale for revision of course catalog listing: This better describes the professional focus of the course while allowing for the flexibility required by the diversity of the various FACS programs.

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 1-3
- 6.2 Proposed course credit hours: 3
- 6.3 Rationale for revision of course credit hours: The current format of the course is that it should only be offered for three credits.

**7. Revise grade type:**

7.1 Current grade type: N/A

7.2 Proposed grade type: N/A

7.3 Rationale for revision of grade type: N/A

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

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

Family and Consumer Sciences Department

CHHS Graduate Curriculum Committee

Graduate Council

University Senate

9/13/2013

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10/14/2013

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12/12/13



**College of Health and Human Services  
Department of Family and Consumer Sciences  
Proposal to Create a New Major Program  
(Action Item)**

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 745-3997, Jonghee Shim, [jonghee.shim@wku.edu](mailto:jonghee.shim@wku.edu), 745-4613

**1. Identification of program:**

- 1.1 Program title: Child and Family Studies
- 1.2 Degree Type: Master of Science
- 1.3 Classification of Instructional Program Code (CIP):
- 1.4 Required hours in proposed major program: 30 credit hours
- 1.5 Special information: The program will be offered through online delivery.
- 1.6 Program admission requirements:
  - An overall GPA of at least 2.75 (on a 4.0 scale) for all hours earned past the first 60-semester or 90-quarter hours of the baccalaureate degree.
  - A 2-3 page letter of professional intent describing professional interests and career goals. It should adhere to the following guidelines:

The letter of professional intent should be a measure of an applicant's writing style and writing ability. It should be 2-3 pages in length and is expected to be well organized, free of typing and grammatical errors, and clearly written. It should have an introduction, clearly stated purpose, and contents that demonstrate the best impression of the applicant's writing.
  - The letter of professional intent should articulate and demonstrate your specific qualifications for the program of study. We are interested in an applicant's reasoning for their intended course of study. Therefore, each of the following points must be addressed.
    - Why do you want to pursue this degree?
    - What are your career goals once you complete the program?
    - Describe an impactful situation or experience you have had working with children, youth, and/or families.
    - Describe the most important characteristics and qualities needed by professionals in working with children, youth, and/or families and where you stand relative to developing them.
  - The letter of professional intent should be emailed to [graduate.studies@wku.edu](mailto:graduate.studies@wku.edu) to be included with the graduate application.
  - Three letters of reference from previous instructors, colleagues, or supervisors indicating the applicant's ability to succeed in graduate classes.
- 1.7 Catalog description:

This program is designed to provide advanced study in the growth and development of the individual and family. The program builds competence in human development, integration of theory into practice, program development, and research—preparing graduates to critically evaluate and synthesize issues related to children, youth, and families. Fieldwork is incorporated in the curriculum.

**2. Rationale:**

- 2.1 Reason for developing the proposed major program:

Professional growth and development is critical for those employed in the fields of child and family studies. Professionals employed through the Extension Service are required to have a master's degree within five years of employment. Those working in the western part of the state have difficulty finding an accessible program that meets their needs. Based on recent legislation, administrators and teaching staff in Head Start and other facilities that work with children are now required to have advanced degrees in their field. (H.R. 1429, (2007) Sec. 17; Public Law 110-134, (2007) Sec. 13 & 19) This program will prepare professionals for improved employment in specialized fields that have substantial growth potential as the need for qualified professionals in

child and family studies continues to grow. The Occupational Outlook Handbook (<http://www.bls.gov/ooh/home.htm>) published in March 2012 indicates that these fields will grow from 10 % to 27% (child, and family workers, 25% growth, preschool and child care center directors, 25% growth, community services managers, 27% growth). While professionals in these fields may be hired with a Bachelor's degree, advancement and/or retention is frequently tied to completion of a Master's degree. Graduates of this degree will be better prepared to meet the needs of families, youth, and children in a variety of settings.

- Community agencies and non-profit organizations serving families
- Cooperative Extension Service
- State agencies focusing on older adults or youth and their families
- Residential treatment facilities
- Foster and/or adoptive care organizations
- Early childhood education
- Academic institutions
- Corporations
- Research
- Advocacy and social policy

Graduates of our undergraduate programs have been requesting this particular master's program for the past several years (we have some just waiting for it to become available now). There has also been positive communication with University of Kentucky about the benefit of a program for Extension personnel, especially in the western part of the state. Courses offered as part of this program may benefit students enrolled in other graduate programs at WKU. Students completing a Teacher Leader Master's program will have the option of taking one course that is considered 'content' within the program they design. Courses in this degree will be especially attractive to those completing the minor in FCS.

- 2.2 Projected enrollment in the proposed major program: It is anticipated that the program will have an initial pool of 8-10 students, with a possibility of 20 students annually.
- 2.3 Relationship of the proposed major program to other programs now offered by the department: The department currently offers no graduate programs. The department currently offers a minor concentration in Family and Consumer Sciences Education in conjunction with the Teacher Leader graduate degree offered in the College of Education. The department also offers a Graduate Certificate in Dietetic Practice.
- 2.4 Relationship of the proposed major program to other university programs: There are courses in other master's degree programs at WKU related to human development but none are specific to child and family studies. These may be found in Social Work, Education, Counseling, and Psychology. The program in Education is specific to those in K-12 classrooms; the programs in Social Work, Counseling, and Psychology focus more on clinical settings. None of these programs are specific to child and family studies.
- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

There are currently two similar master's programs offered in the Commonwealth of Kentucky:

- Murray State University: Human Development and Leadership (M.S.)—Online program
- University of Kentucky: Family Sciences (M.S.)

Additional Benchmark Institutions with similar programs:

- Appalachian State University: Child Development: Birth-Kindergarten (Applied Professions for Children and Families concentration)—Online Program
- Ball State University: Family and Consumer Sciences (M.S. or M.A.) Adult and Community Education (M.A.)

- Central Michigan University: Human Development and Family Studies (M.S.)- This degree (the MS in HDFS program) is on Moratorium as of now
- East Carolina University: Child Development and Family Relations (M.S.)
- Illinois State University: Human Development and Family Resources (M.S. or M.A.)
- Middle Tennessee State University: Human Sciences (M.S. with Child Development and Family Studies concentration). This degree is being phased out: The Fall 2010 semester was the last semester that students were admitted into the program.
- Northern Illinois University: Applied Family and Child Studies (M.S.) Family and Consumer Sciences (M.S.)
- Ohio University: Child and Family Studies (M.S.)
- Towson University: Child Life, Administration and Family Collaboration (M.S. in the Department of Family Studies and Community Development)
- University of North Carolina-Charlotte: Child and Family Studies (M.Ed.)
- University of North Carolina-Greensboro: Human Development and Family Studies (M.S.)
- University of Southern Mississippi: Child and Family Studies (M.S.) —Online Program

2.6 Relationship of the proposed major program to the university mission and objectives: The program is supportive of the WKU 2012/13 through 2016/17 Strategic Plan, goals 1 and 3.

The Family and Consumer Sciences Department views the family, in all its diverse forms, as the cornerstone of a healthy society. Our mission is to improve the well-being of the family through programs that educate, influence public policy, and help families put research-based knowledge to work in their lives.

One of the Core Values of WKU is to positively influence the Quality of Life of the residents of Kentucky, especially those in our immediate area. This is a goal of our Child and Family Studies program.

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

Graduates of the Master of Child and Family Studies program will be able to:

- Critique, interpret, and apply current theory and research in child and family studies.
- Propose and demonstrate practical resolutions for legal and ethical issues they may encounter in a variety of child and family work settings.
- Develop job specific programs of work and curriculum.
- Model leadership skills in a range of settings serving individuals and families.

### 4. Program description:

#### 4.1 Curriculum:

Course Number	Course Title	Credit Hours
<b>FACS Core (15-18 Credits)</b>		
FACS 510	Professional Development in Family and Consumer Sciences	3
FACS 511	Grant Writing	3
EDFN 500	Research Methods	3
FACS 577 <b>OR</b> FACS 550	Child Development Theory & Research Youth and Family Theory & Research	3
FACS 580 <b>OR</b> FACS 599	Internship (for non-thesis option) Thesis (for thesis option)	3-6 6
<b>Advisor Approved Electives (12-15 Credits)</b>		
FACS 598	Special Topics	1-6
FACS 575	Independent Study in Family and Consumer Sciences	3

FACS 540	Infant & Toddler Development & Research	3
FACS 560	Family Diversity	3
FACS 551	Community Child & Youth Program Development	3
FACS 561	Adult Development & Aging in the Family	3
FACS 541	Home Based Positive Behavioral Supports	3
FACS 542	Stress & Coping in Children	3
FACS 543	Global Perspectives of Child & Family	3
FACS 562	Advanced Family Resource Management	3
FACS 544	Issues in Child Care & Early Education	3
EDFN 603	Qualitative Research in Education	3
EDFN 501	Educational Statistics	3
	Total required hours (minimum)	30

4.2 Accreditation, certification, approval, and/or licensure: Not applicable

4.3 Program delivery: The primary course delivery method for the program will be online.

## 5. Resources:

### 5.1 Faculty:

Current faculty members have the qualifications and expertise to implement the program. All have doctorate degrees in the areas of child studies, family studies, or related fields. Those that are not presently graduate faculty are eligible for that appointment. Teaching loads of current faculty will be adjusted to allow them the flexibility to add 1-2 graduate courses per year. Initially this may be through offering fewer sections of some undergraduate courses each year/semester while maintaining an emphasis on a strong undergraduate program. Special attention will be given to continue to provide courses we offer for other programs outside of our department. (All agree that a strong undergraduate program is a prerequisite to a strong graduate program.) As the program begins, courses will be offered on a rotating basis. Faculty are exploring the option of running the program as a DELO cohort to assist with staffing. A new faculty line request will be priority for the next CHHS staffing plan to assist with course loads, thus enabling current faculty to teach both undergraduate and graduate courses as well as supervise graduate thesis and research projects.

### 5.2 Technological and electronic informational resources (e.g., databases, e-journals)

Current resources are adequate. Please see the attached Library Resource document prepared by Carol Watwood, Health Science Librarian.

### 5.3 Facilities and equipment:

Current facilities and equipment will be adequate for the proposed program. Faculty have adequate computer hardware and software for class delivery and IT support and training is available.

## 6. Proposed term for implementation: Fall 2014

## 7. Dates of prior committee approvals:

Family and Consumer Sciences Department: 9/13/2013

CHHS Graduate Curriculum Committee 10/14/2013

Contact with Office of Academic Affairs  
re: CPE Posting \_\_\_\_\_

Graduate Council 12/12/13

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

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

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

**1. Identification of program:**

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

**2. Identification of the proposed program changes: Add ADED 520 – Methods for Teaching Adults to the program, increasing the number of hours from 9 to 12 semester credit hours.**

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<p>The Community College Faculty Preparation (CCFP) certificate program combines critical components to prepare students to enter community college teaching. These components include: a master's degree in a teaching discipline, a three-hour graduate course in adult teaching/learning psychology, a three-hour seminar on topics relevant for teaching in the community college, and a three-hour teaching experience/internship at a community college. A certificate will be awarded to the students who successfully complete these requirements.</p> <p>The CCFP program will empower certificate holders to be more competitive for community college faculty positions and to advance more rapidly in fulfilling the new faculty role. Faculty and administrators from several community colleges contributed to the development of the program and continue to be involved in various aspects of the program.</p> <p><b>Admission Requirements</b> Participation in the CCFP program is optional to all graduate programs in the University. Graduate students may take courses as they approach the end of their master's degree or following completion of the master's degree. Application to the CCFP program is made in the Graduate School.</p> <p><b>Certificate Requirements—9 hours</b> Required Courses ADED 611 Adult Development and Learning – 3 hrs EDFN 612 Seminar in Community College</p>	<p>The Community College Faculty Preparation (CCFP) certificate program combines critical components to prepare students to enter community college teaching. These components include: a master's degree in a teaching discipline, a three-hour graduate course in adult teaching/learning psychology, a three-hour seminar on topics relevant for teaching in the community college, and a three-hour teaching experience/internship at a community college. A certificate will be awarded to the students who successfully complete these requirements.</p> <p>The CCFP program will empower certificate holders to be more competitive for community college faculty positions and to advance more rapidly in fulfilling the new faculty role. Faculty and administrators from several community colleges contributed to the development of the program and continue to be involved in various aspects of the program.</p> <p><b>Admission Requirements</b> Participation in the CCFP program is optional to all graduate programs in the University. Graduate students may take courses as they approach the end of their master's degree or following completion of the master's degree. Application to the CCFP program is made in the Graduate School.</p> <p><b>Certificate Requirements—12 hours</b> Required Courses ADED 611 Adult Development and Learning – 3 hrs <b>ADED 520 Methods for Teaching Adults – 3 hrs</b></p>

Teaching – 3 hrs ADED 590 Practicum in Adult Education – 3 hrs OR Appropriate Departmental Internship* *Appropriate course will be determined by CCFP director and departmental faculty.	EDFN 612 Seminar in Community College Teaching – 3 hrs ADED 590 Practicum in Adult Education – 3 hrs OR Appropriate Departmental Internship* *Appropriate course will be determined by CCFP director and departmental faculty.
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Current Program				Proposed Program			
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
ADED	611	Adult Development and Learning	3	ADED	611	Adult Development and Learning	3
EDFN	612	Seminar in Community College Teaching	3	EDFN	612	Seminar in Community College Teaching	3
ADED	590	Practicum in Adult Education OR Appropriate Departmental Internship* *Appropriate course will be determined by CCFP director and departmental faculty.	3	ADED	590	Practicum in Adult Education OR Appropriate Departmental Internship* *Appropriate course will be determined by CCFP director and departmental faculty.	3
				ADED	520	Methods for Teaching Adults	3
<b>TOTALS</b>		<b>Credit Hours</b>	<b>9</b>	<b>TOTALS</b>		<b>Credit Hours</b>	<b>12</b>

**4. Rationale for the proposed program change:** As this is a certificate developed to train instructors how to work with adult learners in the community college setting, it is appropriate that it includes a course on methods for teaching adults.

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

Summer 2014

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

Department of Educational Administration, Leadership and Research:

October 15, 2013

CEBS Curriculum Committee November 5, 2013

Graduate Council 12/12/13

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

Provost \_\_\_\_\_

**Proposal Date:** October 18, 2013

**College of Health and Human Services  
Department of Communication Sciences and Disorders  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Lauren E. Bland, 745-8860, lauren.bland@wku.edu

**1. Identification of program:**

- 1.1 Current program reference number: 0466 (formerly #114)
- 1.2 Current program title: Master of Science: Communication Disorders
- 1.3 Credit hours: 60

**2. Identification of the proposed program changes:** Master of Science: Speech-Language Pathology

**3. Detailed program description:**

Current Program Name	Proposed Program Name
Master of Science: Communication Disorders	Master of Science: Speech-Language Pathology

- 4. Rationale for the proposed program change:** Since 1975, WKU has trained speech-language pathologists at the graduate level. The department name, Communication Sciences and Disorders, does not reflect the profession. This change will align the major and name of the program with the profession. Further, students and alumni have requested that 'speech-language pathology' appear on their transcripts to aid in job search, especially in competitive markets.

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

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

Dept. of Communication Sciences & Disorders	<u>10/18/2013</u>
CHHS Graduate Curriculum Committee	<u>11/11/2013</u>
Professional Education Council	_____
Graduate Council	<u>12/12/13</u>
University Senate	_____

**Ogden College of Science and Engineering  
Department of Mathematics  
Proposal to Revise Graduate Program  
(Action Item)**

Contact Person: Ferhan Atici, ferhan.atici@wku.edu, 5-6229

**1. Identification of program:**

- 1.1 Current program reference number: 085
- 1.2 Current program title: Master of Science: in Mathematics
- 1.3 Credit hours: 33 credit hours

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

Adding a new course, STAT 550, in the electives of the general option and the computational option of the graduate program in Mathematics

**3. Detailed program description:**

Current Program	Proposed Program
<p>The M.S. has two options available. The M.S. (general option) provides knowledge in such traditional areas as analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph. D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science in addition to knowledge in traditional areas.</p> <p>General Option:</p> <p>Admission Requirements Admission requirements for the M.S. in Mathematics General Option include:</p> <p>1. One of the following:            (a) A minimum GAP score of 600 [<math>GAP = (GRE-V + GRE-Q) + (Undergraduate\ GPA \times 100)</math>] or a minimum GAP score of 3000 for students who took the GRE prior to August 2011 [<math>GAP = (GRE-V + GRE-Q) \times Undergraduate\ GPA</math>] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program;            (b) A GRE score of at least 300. For options (a) or (b) WKU requires a minimum score of 139 on both the verbal and quantitative parts of the GRE;            (c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.</p> <p>2. Successful completion of the following undergraduate courses:            (a) a one year calculus sequence;            (b) linear algebra;            (c) discrete mathematics;</p>	<p>The M.S. has two options available. The M.S. (general option) provides knowledge in such traditional areas as analysis, algebra, topology, and applied mathematics, and is recommended for students who wish to obtain a Ph. D. degree, to teach in a community college, or to seek employment in industry with an emphasis on conceptual foundations. The M.S. (computational option) is designed for students seeking employment in industry with an emphasis on computational mathematics and/or computer science in addition to knowledge in traditional areas.</p> <p>General Option:</p> <p>Admission Requirements Admission requirements for the M.S. in Mathematics General Option include:</p> <p>1. One of the following:            (a) A minimum GAP score of 600 [<math>GAP = (GRE-V + GRE-Q) + (Undergraduate\ GPA \times 100)</math>] or a minimum GAP score of 3000 for students who took the GRE prior to August 2011 [<math>GAP = (GRE-V + GRE-Q) \times Undergraduate\ GPA</math>] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program;            (b) A GRE score of at least 300. For options (a) or (b) WKU requires a minimum score of 139 on both the verbal and quantitative parts of the GRE;            (c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.</p> <p>2. Successful completion of the following undergraduate courses:            (a) a one year calculus sequence;            (b) linear algebra;            (c) discrete mathematics;            (d) a one year sequence of programming courses;            (e) A.B.A. degree with a major in either Computer Science, Engineering, Mathematics, or Physics.</p>



<p>(d) a one year sequence of programming courses; (e) A.B.A. degree with a major in either Computer Science, Engineering, Mathematics, or Physics.</p> <p>3. A cumulative grade point average of 3.0 (on a 4.0 scale) is required in at least one of the following: (a) all mathematics courses that are listed in (a) through (d) of Item 2 above; (b) all courses in the major listed in (e) of Item 2 above. Admission may be granted to a student having at most one deficiency in the undergraduate courses listed in Item 2 above.</p> <p>Degree Requirements minimum of 30 hours The Master of Science in Mathematics (General Option) requires a minimum of 30 hours of graduate-level mathematics courses. A maximum of 12 hours at the 400G level may be included in the entire program. A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool must be completed during the first 15 hours of coursework and may be fulfilled by a mathematics reading course, a computer science course, a foreign language examination, or another option approved by a Mathematics Department graduate advisor. In addition, all students in the M.S. program (general option) must have a working knowledge of a high-level programming language or computer algebra system. A student may, upon prior approval of the Mathematics Department Graduate Committee, include in his/her program a maximum of 6 hours of coursework from a related field.</p> <p>Comprehensive exams are required.</p> <p>Required Core 1. The following courses must be completed: MATH 417G Algebraic Systems* MATH 431G Intermediate Analysis I* MATH 439G Topology I*</p> <p>2. One of the following applied mathematics courses: MATH 529 Applied Probability MATH 531 Advanced Differential Equations MATH 535 Advanced Applied Mathematics I MATH 536 Advanced Applied Mathematics II MATH 540 Stochastic Processes <i>MATH 541 Graph Theory</i> <i>MATH 542 Advanced Topics in Discrete Mathematics</i> <i>MATH 550 Complex Analysis</i> <i>MATH 570 Topics in Operations Research</i> <i>STAT 549 Statistical Methods I</i></p> <p><i>Another course as approved by the Mathematics Department Graduate Committee.</i></p> <p>3. The following course is required:</p>	<p>3. A cumulative grade point average of 3.0 (on a 4.0 scale) is required in at least one of the following: (a) all mathematics courses that are listed in (a) through (d) of Item 2 above; (b) all courses in the major listed in (e) of Item 2 above. Admission may be granted to a student having at most one deficiency in the undergraduate courses listed in Item 2 above.</p> <p>Degree Requirements minimum of 30 hours The Master of Science in Mathematics (General Option) requires a minimum of 30 hours of graduate-level mathematics courses. A maximum of 12 hours at the 400G level may be included in the entire program. A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool must be completed during the first 15 hours of coursework and may be fulfilled by a mathematics reading course, a computer science course, a foreign language examination, or another option approved by a Mathematics Department graduate advisor. In addition, all students in the M.S. program (general option) must have a working knowledge of a high-level programming language or computer algebra system. A student may, upon prior approval of the Mathematics Department Graduate Committee, include in his/her program a maximum of 6 hours of coursework from a related field.</p> <p>Comprehensive exams are required. Required Core 1. The following courses must be completed: MATH 417G Algebraic Systems* MATH 431G Intermediate Analysis I* MATH 439G Topology I* 2. One of the following applied mathematics courses: MATH 529 Applied Probability MATH 531 Advanced Differential Equations MATH 535 Advanced Applied Mathematics I MATH 536 Advanced Applied Mathematics II MATH 540 Stochastic Processes MATH 541 Graph Theory MATH 542 Advanced Topics in Discrete Mathematics MATH 550 Complex Analysis MATH 570 Topics in Operations Research STAT 549 Statistical Methods I</p> <p><b>STAT 550 Statistical Methods II</b></p> <p>Another course as approved by the Mathematics Department Graduate Committee.</p> <p>3. The following course is required: MATH 532 Real Analysis</p> <p>4. One of the following two-course sequences:</p>
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<p><i>MATH 532 Real Analysis</i></p> <p><i>4. One of the following two-course sequences:</i>  <i>MATH 417G Algebraic Systems AND</i>  <i>MATH 517 Topics from Algebra</i>  <i>MATH 439G Topology I AND MATH 539 Topology II</i>  <i>MATH 450G Complex Variables AND MATH 550</i>  <i>Complex Analysis</i>  <i>MATH 435G Partial Differential Equations AND MATH</i>  <i>535 Advanced Applied Mathematics I</i>  <i>MATH 470G Introduction to Operations Research AND</i>  <i>MATH 570 Topics in Operations Research</i>  <i>MATH 529 Applied Probability AND MATH 540</i>  <i>Stochastic Processes</i>  <i>MATH 435G Partial Differential Equations AND MATH</i>  <i>531 Advanced Differential Equations</i>  <i>MATH 535 Advanced Applied Mathematics I AND</i>  <i>MATH 536 Advanced Applied Mathematics II</i>  <i>MATH 405G Numerical Analysis I AND MATH 406G^</i>  <i>Numerical Analysis II</i></p> <p><i>*If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor.</i></p> <p><i>^Sequence can be taken by students who have substituted a 500-level course for at least one of the three courses listed in (1).</i></p> <p><i>Electives</i>  <i>The remaining mathematics courses in the student program must be chosen from:</i></p> <p><i>MATH 405G Numerical Analysis I</i>  <i>MATH 406G Numerical Analysis II</i>  <i>MATH 415G Algebra and Number Theory</i>  <i>MATH 423G Geometry II</i>  <i>MATH 435G Partial Differential Equations</i>  <i>MATH 450G Complex Variables</i>  <i>MATH 470G Introduction to Operations Research</i>  <i>MATH 504 Application of Technology to Problems in</i>  <i>Mathematics</i>  <i>MATH 517 Topics from Algebra</i>  <i>MATH 529 Applied Probability</i>  <i>MATH 531 Advanced Differential Equations</i>  <i>MATH 535 Advanced Applied Mathematics I</i>  <i>MATH 536 Advanced. Applied Mathematics II</i>  <i>MATH 539 Topology II</i>  <i>MATH 540 Stochastic Processes</i>  <i>MATH 541 Graph Theory</i>  <i>MATH 542 Advanced Topics in Discrete Mathematics</i>  <i>MATH 550 Complex Analysis</i>  <i>MATH 560 Functional Analysis</i></p>	<p><i>MATH 417G Algebraic Systems AND</i>  <i>MATH 517 Topics from Algebra</i>  <i>MATH 439G Topology I AND MATH 539 Topology II</i>  <i>MATH 450G Complex Variables AND MATH 550 Complex</i>  <i>Analysis</i>  <i>MATH 435G Partial Differential Equations AND MATH 535</i>  <i>Advanced Applied Mathematics I</i>  <i>MATH 470G Introduction to Operations Research AND MATH</i>  <i>570 Topics in Operations Research</i>  <i>MATH 529 Applied Probability AND MATH 540 Stochastic</i>  <i>Processes</i>  <i>MATH 435G Partial Differential Equations AND MATH 531</i>  <i>Advanced Differential Equations</i>  <i>MATH 535 Advanced Applied Mathematics I AND MATH 536</i>  <i>Advanced Applied Mathematics II</i>  <i>MATH 405G Numerical Analysis I AND MATH 406G^ Numerical</i>  <i>Analysis II</i>  <b>STAT 549 Statistical Methods I AND STAT 550 Statistical</b>  <b>Methods II</b></p> <p><i>*If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor.</i></p> <p><i>^Sequence can be taken by students who have substituted a 500-level course for at least one of the three courses listed in (1).</i></p> <p><i>Electives</i>  <i>The remaining mathematics courses in the student program must be chosen from:</i></p> <p><i>MATH 405G Numerical Analysis I</i>  <i>MATH 406G Numerical Analysis II</i>  <i>MATH 415G Algebra and Number Theory</i>  <i>MATH 423G Geometry II</i>  <i>MATH 435G Partial Differential Equations</i>  <i>MATH 450G Complex Variables</i>  <i>MATH 470G Introduction to Operations Research</i>  <i>MATH 504 Application of Technology to Problems in</i>  <i>Mathematics</i>  <i>MATH 517 Topics from Algebra</i>  <i>MATH 529 Applied Probability</i>  <i>MATH 531 Advanced Differential Equations</i>  <i>MATH 535 Advanced Applied Mathematics I</i>  <i>MATH 536 Advanced. Applied Mathematics II</i>  <i>MATH 539 Topology II</i>  <i>MATH 540 Stochastic Processes</i>  <i>MATH 541 Graph Theory</i>  <i>MATH 542 Advanced Topics in Discrete Mathematics</i>  <i>MATH 550 Complex Analysis</i>  <i>MATH 560 Functional Analysis</i>  <i>MATH 570 Topics in Operations Research</i>  <i>MATH 590 Special Topics in Mathematics</i></p>
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<p>MATH 570 Topics in Operations Research MATH 590 Special Topics in Mathematics STAT 549 Statistical Methods I</p> <p><i>Research Tool</i> A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool can be fulfilled in a variety of ways, some of which are listed below: Taking the MATH 598 Graduate Seminar (1.5 credit hours each) for two semesters Courses in other disciplines. The research tool course should be in disciplines that have a strong relation to mathematics. For example, any graduate or 400 level computer science course pre-approved by the student's graduate advisor will be accepted. However, a student with no prior programming experience cannot take such a course and instead could choose a first year undergraduate programming course. Learning how to use a standard statistical or mathematical package (such as SAS, SPSS, R or Mathematica) by taking a course. The research tool cannot be taken during the last semester.</p> <p><i>Optional Thesis 6 hours</i> Students who choose to write a thesis are required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.</p> <p><i>Computational Mathematics Option</i></p> <p><i>Admission Requirements</i> 1. One of the following: (a) A minimum GAP score of 600 [<math>GAP = (GRE-V + GRE-Q) + (Undergraduate\ GPA \times 100)</math>] or a minimum GAP score of 3000 for students who took the GRE prior to August 2011 [<math>GAP = (GRE-V + GRE-Q) \times Undergraduate\ GPA</math>] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program; (b) A GRE score of at least 300. For options (a) or (b) WKU requires a minimum score of 139 on both the verbal and quantitative parts of the GRE; (c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.</p> <p>2. Completion of the following undergraduate courses: (a) a one year calculus sequence; (b) linear algebra; (c) discrete mathematics; (d) a one year sequence of programming courses; (e) a B.A. degree with a major in either Computer Science, Engineering, Mathematics or Physics.</p>	<p>STAT 549 Statistical Methods I <b>STAT 550 Statistical Methods II</b></p> <p><i>Research Tool</i> A research tool is required and may entail coursework beyond the 30 hours of mathematics. The research tool can be fulfilled in a variety of ways, some of which are listed below: Taking the MATH 598 Graduate Seminar (1.5 credit hours each) for two semesters Courses in other disciplines. The research tool course should be in disciplines that have a strong relation to mathematics. For example, any graduate or 400 level computer science course pre-approved by the student's graduate advisor will be accepted. However, a student with no prior programming experience cannot take such a course and instead could choose a first year undergraduate programming course. Learning how to use a standard statistical or mathematical package (such as SAS, SPSS, R or Mathematica) by taking a course. The research tool cannot be taken during the last semester.</p> <p><i>Optional Thesis 6 hours</i> Students who choose to write a thesis are required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.</p> <p><i>Computational Mathematics Option</i></p> <p><i>Admission Requirements</i> 1. One of the following: (a) A minimum GAP score of 600 [<math>GAP = (GRE-V + GRE-Q) + (Undergraduate\ GPA \times 100)</math>] or a minimum GAP score of 3000 for students who took the GRE prior to August 2011 [<math>GAP = (GRE-V + GRE-Q) \times Undergraduate\ GPA</math>] *Students who took the GRE prior to 2002 should contact the graduate advisor of the program; (b) A GRE score of at least 300. For options (a) or (b) WKU requires a minimum score of 139 on both the verbal and quantitative parts of the GRE; (c) For students that graduate from WKU with a mathematics major, a GPA of at least 3.3 in their mathematics major.</p> <p>2. Completion of the following undergraduate courses: (a) a one year calculus sequence; (b) linear algebra; (c) discrete mathematics; (d) a one year sequence of programming courses; (e) a B.A. degree with a major in either Computer Science, Engineering, Mathematics or Physics.</p> <p>3. A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following: (a) all mathematics and computer science courses that are listed in</p>
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<p>3. A cumulative grade point average of at least 3.0 (on a 4.0 scale) in at least one of the following:  (a) all mathematics and computer science courses that are listed in (a) through (d) of Item 2 above;  or  (b) all courses in the major listed in (e) of Item 2 above. Students cannot enter the program if they have a deficiency in the courses listed in Item 2 above</p> <p>Degree Requirements minimum of 30 hours  The Master of Science in Mathematics (Computational Mathematics Option) requires a minimum of 30 hours of graduate-level mathematics and computer science courses. A maximum of 12 hours at the 400G level may be included in the entire program. All students in the M.S. program (computational mathematics option) must have a working knowledge of a high-level programming language. The CS classes required in this option do not allow for additional courses in a related field.</p> <p>Comprehensive exams are required.</p> <p>Required Core  MATH/CS 405G Numerical Analysis I*  MATH 470G Introduction to Operations Research*  CS 549 Algorithms Analysis*  STAT 549 Statistical Methods I  MATH 406G Numerical Analysis II  At least two courses from the list below:  CS 562 Parallel and Distributed Computing  CS 565 Data Mining Techniques and Tools  CS 595 Advanced Topics in Computer Science (with advisor approval)  *If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor.</p> <p>Electives  MATH 431G Intermediate Analysis I  MATH 541 Graph Theory  MATH 570 Topics in Operations Research  MATH 504 Application of Technology to Problems in Mathematics  MATH 540 Stochastic Processes  MATH 542 Advanced Topics in Discrete Mathematics  MATH 590 Special Topics in Mathematics (with advisor approval)</p> <p>Research Tool  This requirement is satisfied by the computer science classes.  Optional Thesis 6 hours  Students who choose to write a thesis are required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.</p>	<p>(a) through (d) of Item 2 above;  or  (b) all courses in the major listed in (e) of Item 2 above. Students cannot enter the program if they have a deficiency in the courses listed in Item 2 above</p> <p>Degree Requirements minimum of 30 hours  The Master of Science in Mathematics (Computational Mathematics Option) requires a minimum of 30 hours of graduate-level mathematics and computer science courses. A maximum of 12 hours at the 400G level may be included in the entire program. All students in the M.S. program (computational mathematics option) must have a working knowledge of a high-level programming language. The CS classes required in this option do not allow for additional courses in a related field.</p> <p>Comprehensive exams are required.</p> <p>Required Core  MATH/CS 405G Numerical Analysis I*  MATH 470G Introduction to Operations Research*  CS 549 Algorithms Analysis*  STAT 549 Statistical Methods I  MATH 406G Numerical Analysis II  At least two courses from the list below:  CS 562 Parallel and Distributed Computing  CS 565 Data Mining Techniques and Tools  CS 595 Advanced Topics in Computer Science (with advisor approval)  *If equivalent courses were taken at the undergraduate level, then the student must substitute appropriate graduate mathematics courses selected in consultation with a Mathematics Department graduate advisor.</p> <p>Electives  MATH 431G Intermediate Analysis I  MATH 541 Graph Theory  MATH 570 Topics in Operations Research  MATH 504 Application of Technology to Problems in Mathematics  MATH 540 Stochastic Processes  MATH 542 Advanced Topics in Discrete Mathematics  MATH 590 Special Topics in Mathematics (with advisor approval)  <b>STAT 550 Statistical Methods II</b></p> <p>Research Tool  This requirement is satisfied by the computer science classes.  Optional Thesis 6 hours  Students who choose to write a thesis are required to complete 6 hours of MATH 599 Thesis Research and Writing and to give an oral defense of the thesis.</p>
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**4. Rationale for the proposed program change:**

We added a new course STAT 550 as an elective course to the program so that our students can take this class as part of their program

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

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

Department/Division: 11/15/2013

Curriculum Committee 11/22/2013

Graduate Council 12/12/13

University Senate

Proposal Date: November 8, 2013

**University College  
MA Leadership Studies  
School of Professional Studies  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Nevil Speer [Nevil.speer@wku.edu](mailto:Nevil.speer@wku.edu) 745-5959

**1. Identification of program:**

- 1.1 Current program reference number: 0464
- 1.2 Current program title: Master of Arts in Leadership Studies
- 1.3 Credit hours: 30

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

- Change program title: Master of Arts in Organizational Leadership
- Course added to the core:
  - LEAD 600
- Course deleted from the core:
  - LEAD 597
  - ECON 501

**3. Detailed program description:**

Current Requirements of the MA Leadership Studies	Proposed Requirements for MA Leadership Studies
Core of required courses – 18 hours	Core of required courses – 15 hours
<ul style="list-style-type: none"><li>• COMM 531: Global Leadership Communication OR PS 520: Elements of Public Administration OR LEAD 575: Special Topics in Leadership</li><li>• ECON 501: Survey of Economic Theory</li><li>• EDFN 500: Research Methods OR SOCL 513: Methods of Social Research</li><li>• LEAD 500: Effective Leadership Studies</li><li>• LEAD 525: Leadership Ethics</li><li>• LEAD 597: Capstone in Leadership Studies</li></ul>	<ul style="list-style-type: none"><li>• COMM 531: Global Leadership Communication OR PS 520: Elements of Public Administration OR LEAD 575: Special Topics in Leadership</li><li>• EDFN 500: Research Methods OR SOCL 513: Methods of Social Research</li><li>• LEAD 500: Effective Leadership Studies</li><li>• LEAD 525: Leadership Ethics</li><li>• <b>LEAD 600: Capstone Leadership Experience (3 hours)</b></li></ul>



<b>Current Requirements of the MA Leadership Studies</b>
<b><u>General Electives (15 hours)</u></b>
<p>ADED 611: Adult Development and Learning</p> <p>AMS 520: Resource Management</p> <p>AMS 671 Quality Management</p> <p>BA 505: Survey of Accounting Principles</p> <p>BA 592: Special Topics In Business</p> <p>CNS 555: Social and Cultural Diversity</p> <p>CNS 585: Leadership and Administration in Student Affairs</p> <p>COMM 561: Multinational Business Communication</p> <p>COMM 565: Communication and Conflict</p> <p>COMM 587: Mediation and Negotiation in Intercultural Settings</p> <p>GEOG 525: Seminar in Political Geography</p> <p>HCA 540: Health Care Organization and Administration</p> <p>LEAD 575: Special Topics in Leadership</p> <p>PS 520: Elements of Public Administration</p> <p>PS 538: Ethics and Bureaucracy</p> <p>PS 541: Public Personnel Administration</p> <p>GERO 501: Interdisciplinary Perspectives on Aging</p> <p>GERO 503: Policy Foundations of Aging Services</p> <p>GWS 625: Women and Leadership</p>

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

Changing the name of the program to Organizational Leadership coincides with the undergraduate major in Organizational Leadership and provides continuity for students who want to earn a master's degree in the same discipline. As with other academic disciplines and programs a master's program built upon the undergraduate degree reduces student confusion if both have the same name.

The Master's degree is intended to be a highly applied, individualized program. Switching from the LEAD 597 requirement to LEAD 600 makes the synthesis of the overall program more meaningful. Students have greater opportunity to actually participate in individualized leadership experiences. Moreover, facilitating LEAD 600 in the Master's degree also provides opportunity for students previously completing the Certificate to implement a leadership experience that's especially meaningful and pertinent to the student's particular needs and interests.

ECON 501 is no longer being offered on a regular basis. Scheduling of this class for students has become increasingly problematic and requires regular substitution. As such, students generally end up adding an additional elective to ensure timely completion of the degree; this change reflects the best interest of students and their respective matriculation.

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

Effective Implementation: Fall semester, 2014

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

School of Professional Studies November 8, 2013

UC Graduate Curriculum Cmte November 26, 2013

Graduate Council 12/12/13

University Senate



Proposal Date: 11/6/13

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

Contact Person: Dr. Andrew West, [andrew.west@wku.edu](mailto:andrew.west@wku.edu), 270-745-4139

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDU 401G
- 1.2 Course title: Special Topics in Teacher Education: Toppers at Sea
- 1.3 Abbreviated course title: Teacher Ed: Toppers at Sea  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Schedule type: C
- 1.6 Prerequisites/corequisites: Instructor approval
- 1.7 Grade type: ☒ standard letter grade ☐ pass/fail ☐ in progress (IP)
- 1.8 Course description: This course is designed to help students develop a working knowledge of instructional planning, implementation of instruction, assessment, and curriculum design. Students will explore educational theory, current practice, and future trends in p-12 teaching. These ideas and skills will be explored in the context of global climate change on board the *MV Explorer* and in six different countries during the Toppers At Sea 2014 Climate Change Challenge.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: The WKU Toppers At Sea (TAS) program offers students the unique opportunity to study in a variety of international locations. The 2014 TAS program is focused on the topic of climate change. This course is being offered to provide graduate students in multiple education programs the opportunity to experience the TAS program as it relates to teacher education. Because the TAS experience occurs in a unique context, an elective course needed to be designed to meet the specific context of the TAS program.
- 2.2 Relationship of the proposed course to courses offered in other academic units: Several programs on campus offer special topics courses such as LME 519 Special Topics in Educational Technology, EDU 695 Advanced Topics in Education, ENVE 585 Special Topics in Environmental Education, and IECE 525 Special Topics in Interdisciplinary Early Childhood Education. While each of these courses focuses on special topics relevant to various programs within the department, none of them focuses on teacher education broadly, with the exception of EDU 695, which requires post-master's degree standing.

### 3. Description of proposed course

#### 3.1 Course content outline/learning outcomes

In the context of global climate change in international settings, students successfully completing the course will:

1. Develop an awareness of effective teaching strategies, including strategies for differentiating instruction and the application of technology.
2. Develop an understanding of state/national teaching and content standards.
3. Develop and analyze standards-based objectives and corresponding lessons and units.
4. Develop and analyze formative and summative assessments.
5. Implement lessons and reflect on instruction.
6. Develop skills of leadership in p-12 and community settings.
7. Observe, teach, and reflect upon lessons conducted on board the *MV Explorer* and in multiple contexts in multiple countries including Sweden, Denmark, Iceland, the United Kingdom, Ireland, and England.
8. Graduate Component:
  - o Find and synthesize empirically based literature related to the curriculum developed in this course.
  - o Develop a draft proposal for a research project focused on exploring an aspect of the curriculum designed in this course.

#### 3.2 Tentative text(s)

Silver, H.F., Strong, R. W., & Perini, M. J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson*. Alexandria, VA: Association of Supervision and Curriculum Development.

Ornstein, A.C., & Hunkins, F.P. (2012). *Curriculum: Foundations, principles, and issues*. (6th ed.). Boston: Pearson.

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

4.1 Reason for offering this course a second time on a temporary basis:

4.2 Term course was first offered:

4.3 Enrollment in first offering:

### 5. Term of Implementation: Summer 2014 (May 19 – June 15)

### 6. Dates of review/approvals:

Department of STE

Dean, College of \_\_\_\_\_

Office of the Provost \_\_\_\_\_

*Supri Datta* 11-8-13  
*Carl H. H. "1/1/13"*

## Office of the Registrar

## COURSE INVENTORY FORM

Check One

☐

Create New Course

☒

Temporary Course Offering

1. Has this course previously been offered on a temporary basis? ☐ Yes ☒ No If yes, indicate the term offered
2. Subject Area EDU Course Number 401G Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) TEACHER ED: TOPPERS AT SEA
3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230)
4. Official Course Title Special Topics in Teacher Education: Toppers at Sea
5. Offering Unit (See Table of Code Values.) College ED Department TCH
6. Credit Hours Fixed Credit Hours: 3.00 Variable Credit Hours
7. Repeat Limit (See instructions.) 0 Total Maximum Hours (See instructions.) 3.00
8. Grading (Check all that apply.) ☒ Standard Letter Grading ☐ Pass/Fail Only ☐ No Grade  
☐ In Progress - IP (Course is intended to span more than one term.)
9. Schedule Type (See Table of Schedule Types.) ☒ ☐ ☐
10. Corequisites (courses required to be taken concurrently with this course)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number
11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number
12. Prerequisites (See instructions.)  
Subject Area Course Number Subject Area Course Number Subject Area Course Number  
  OR
13. Course Attribute OR Other Instructor Approval ☐ Honors Course ☐ Developmental Course
14. Course Restrictions ☐ Include/ ☐ Exclude College  College  Major  Major  Classification
15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)  
This course is designed to help students develop a working knowledge of instructional planning, implementation of instruction, assessment, and curriculum design. Students will explore educational theory, current practice, and future trends in p-12 teaching. These ideas and skills will be explored in the context of global climate change on board the MV Explorer and in six different countries during the Toppers At Sea 2014 Climate Change Challenge.
16. Approvals for Temporary Course Only:  
Department Head Symon J. Dufour Date 11-18-13  
College Dean Robert Appleton Date 11-18-13  
Graduate Dean David P. O'Connell Date 11-18-13  
Provost Office David P. O'Connell Date 11/20/13

Office of the Registrar Use  
UCC

University Senate

CIP

Course Desc

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

October 2013