

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, February 10, 2010
Tate Page Hall 238

- I. Consideration of the Minutes from the December 9, 2009 meeting (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).

- II. New Business
 - A. Office of Teacher Services-CEBS**
 - Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit January 14, 2010 to February 10, 2010
 - Additional List of Student Teacher Candidates for Spring 2010

 - B. College of Education and Behavioral Sciences – School of Teacher Education**
 1. Revise Course Prerequisites – LME 590, Practicum
 2. Create a New Course – LME 591, Advanced Practicum in Library Media Education

 - C. College of Health and Human Services – Department of Communication Disorders**
 1. Create a New Course – CD 550, Consultation in Communication Disorders
 2. Create a New Course – CD 572, Contemporary Issues in Communication Disorders

 - D. Ogden College of Science and Engineering – Department of Mathematics**
 1. Delete a Course – MATH 213, Laboratory for Mathematics for Elementary Teachers I
 2. Delete a Course – MATH 214, Laboratory for Mathematics for Elementary Teachers II
 3. Make Multiple Revisions – MATH 431, Intermediate Analysis I
 4. Create a New Course – MATH 337, Elements of Real Analysis
 5. Revise a Program – 728 and 528, Major in Mathematics

 - E. Potter College of Arts and Letters – Department of Music**
 1. Revise Program 593, Bachelor of Music in Music Education (Instrumental Sequence)

F. Potter College of Arts and Letters – Department of English

1. Create a New Course – ENG 504, Studies in American History
2. Create a New Course – ENG 514, Studies in British Literature
3. Create a New Course – ENG 524, Studies in World Literature
4. Create a New Course – ENG 534, Studies in Genre
5. Suspend a Course – ENG 530, American Short Story
6. Suspend a Course – ENG 553, Studies in Restoration and 18th Century Literature
7. Suspend a Course – ENG 571, British Masterpieces in the Classroom
8. Suspend a Course – ENG 572, American Masterpieces in the Classroom
9. Suspend a Course – ENG 579, Studies in Victorian Literature
10. Suspend a Course – ENG 583, Shakespeare II
11. Suspend a Course – ENG 591, American Romanticism
12. Suspend a Course – ENG 594, Contemporary Fiction
13. Suspend a Course – ENG 595, Postcolonial Literature and Theory
14. Revise a Program – 067, M.A. English

III. Other Business

FOR INFORMATION:

The January 13, 2010 meeting of the Professional Education Council was canceled. However, an electronic vote was taken in January to approve candidates completing requirements for admission to the Professional Education Unit - December 10, 2009 to January 13, 2010 and also to approve a list of student teacher candidates for Spring, 2010 Semester. There was a vote of 19 to approve.

**CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSIONS TO
PROFESSIONAL EDUCATION UNIT**

January 14, 2010 – February 10, 2010

Elementary P-5

Algeier, Holly
Allen, Kelsey
Allen, Samantha
Arndell, Ashley
Bennett, Tara
Blair, Lauren
Coleman, Melanie
Coomes, Andrea
Cross, Candice
Giese, Sharon
Grant, Amanda
Headrick, Courtney
Hobbs, Megan
Jenkins, Kelli
Martin, Magen
Mattingly, Kelsey
Phillips, Sara
Richardson, Charity
Simon, Elizabeth
Tackett, Stephanie
Travis, Ashley
Turner, Bonnie
VanGosen, Richard
Vibbert, Joshua
Weidemann, Heather
Wilhelm, Whitney

Middle Grades

Allen, Jacqueline	Math/Social Studies
Caplinger, Leanne	Math
Carwile, Jolie	Math
Coats, Katosha	English/Social Studies
Corbin, Brittney	English/Social Studies
Finleybuais, Katrina	Math
Haley, Ryan	English/Social Studies
Hickman, Shelvia	Math
Lambirth, Tracy	English/Social Studies
Nagy, Sarah	English/Math

Perkins, James	Math/Social Studies
Plessi, Trevor	English, Social Studies
Tindall, Rhonda	Math/Science
Varney, Matthew	Math/Social Studies

5-12

Vaught, Heather	FCS
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P-12

Goodnight, James	Music
Pack, Lauren	PE
Sanders, Kendra	Music

Secondary

Arce, Cristina	Spanish
Cataldo, Thomas	Social Studies
Collins, Robert	Social Studies
Ferrell, Dustin	Social Studies
Heichelbech, Alex	Social Studies
Krigbaum, Jeremiah	English
Rigdon, Jonathan	Social Studies
Rigdon, Lindsey	Social Studies
Robinson, Katie	English

IECE

Masters

Greenwell, Shelley	Psychology
Jolly, Nikki	LBD
Porter, Keshia	Psychology
Tucker, Melissa	LME

EdS

Greenwell, Shelley	Psychology
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Porter, Keshia

Psychology

Special Circumstance Masters

If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or fred.carter@wku.edu) prior to the PEC meeting.

STUDENT TEACHER CANDIDATES FOR SPRING 2010

****NOT QUALIFIED**2/10/10****

	MELINDA	RAMSTEIN	5-12/CFS	WITHDRAWN 1/15/10
	CARRIE	SIMPSON	MGE/LA/S.STUDIES	DID NOT COMPLETE REQUIREMENTS FOR MGE 475 & MGE 481, WITHDRAWN 2/1/10

STUDENT TEACHER CANDIDATES FOR SPRING 2010

****APPLICATION WITHDRAWN PER STUDENT**2/10/10****

	BYRON	CASEBIER	SEC/ENGLISH	WITHDREW BECAUSE OF PERSONAL REASONS, 1/22/10
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Spring 2010

Student teaching applications distributed = 288

Applications withdrawn per student = 14

Applications withdrawn not qualified = 9

Applications denied not qualified = 3

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

Contact Person: Robert Smith, robert.smith@wku.edu, 5-3446

1. Identification of course:

- 1.1 Course prefix (subject area) and number: LME 590
- 1.2 Course title: Practicum
- 1.3 Credit hours: 1-3 hrs.

2. Current prerequisites:

Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.

3. Proposed prerequisites:

Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy. Students seeking initial Kentucky teaching certification at the graduate level must be admitted to Professional Education prior to enrollment.

4. Rationale for the revision of prerequisites:

The reason for revising the prerequisites is to provide clarity regarding admission to professional education for students seeking initial library media specialist certification at the graduate level, when they do not already hold a teaching certificate. This will align the requirements for enrolling in the LME 590 Practicum with the revised policy for admission to Professional Education at all levels.

Over the past few years, the number, though relatively small, of LME graduate students seeking admission to professional education as part of a graduate level certification-only program or the MS in LME program has increased. The proposed revision is an effort to remedy the problem with these students seeking admission to Professional Education at the same time that they register for the required LME 590 Practicum.

The new prerequisite applies only to graduate students who do not hold a teaching certificate and who seek formal admission to Professional Education for a first certification. It will not affect other policies related to the graduate LME program. The proposed revised prerequisites are expected to facilitate the process of being admitted to Professional Education admission prior to enrollment in the LME 590 Practicum.

5. Effect on completion of major/minor sequence:

The proposed prerequisites will not have any effect on the major/minor sequence in the LME curriculum.

6. Proposed term for implementation: Summer 2010

7. Dates of prior committee approvals:

School of Teacher Education:	<u>12/16/09</u>
CEBS Curriculum Committee	<u>02/02/10</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Cynthia Houston, Cynthia.houston@wku.edu, 270.745.6501

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: LME 591
- 1.2 Course title: Advanced Practicum in Library Media Education
- 1.3 Abbreviated course title: Advanced Practicum LME
- 1.4 Credit hours and contact hours: 1 hour
- 1.5 Type of course: Practicum
- 1.6 Prerequisites: LME 501, LME 512, LME 537, and instructor permission. Students seeking initial Kentucky teaching certification must be admitted to Professional Education prior to enrollment.
- 1.7 Course catalog listing: Field-based experience in an appropriate setting under a certified library media specialist; the course is for students in a certification-only or Rank I program for P-12 School Media Librarian. Pass/Fail grade.

2. Rationale:

- 2.1 Reason for developing the proposed course: The course is designed for graduates of the Master of Science in Library Media Education program who are seeking certification in school library media as part of the School Library Media certification-only policy and/or Planned Sixth-Year (Rank I) program. Completion of a minimum of 40 hours of supervised field experience in an appropriate setting is a requirement for certification as a school media specialist. Students who have completed the Educational Technology Concentration of the Master of Science in Library Media Education program sometimes later decide to seek certification as School Media Librarians after they have completed the MS program and the LME 590 course. Whereas previously, students seeking to add School Media certification completed practicum hours under the guidance of their advisor, it would be easier to manage, appropriately place, and supervise these students if they were in a dedicated course this purpose. This is the primary reason for proposing the development of LME 591. Thus, certification-seeking students who have previously completed LME 590 as part of the MS in LME now will be required to complete LME 591 as part of a certification-only or Planned Sixth-Year (Rank I). This will enable students seeking certification in School Library Media to complete the practicum field requirements for certification under the guidance of a University practicum supervisor and cooperating media specialist.
- 2.2 Projected enrollment in the proposed course: The projected enrollment is 1 or 2 students per year based on a combined projection for enrollment in certification-only and Planned Sixth-Year (Rank I) programs.

- 2.3 Relationship of the proposed course to courses now offered by the department: The LME 590 Practicum experience is available but students are not able to include this course in their certification program because they have taken the course as part of their Master of Science in Library Media Education Program Educational Technology Concentration. Exceptional Education (EXED 590), Interdisciplinary Early Childhood Education (IECE 524), Literacy (LTCY 695), and Middle Grades Education (EDU 590) offer practicum courses at the graduate level, but they are specific to the respective professional area.
- 2.4 Relationship of the proposed course to courses offered in other departments: Practicum courses are common in many graduate programs. For example, programs in Educational Administration and Leadership (EDAD 598), Counseling and Student Affairs (CNS 590, CNS 591), and Psychology (PSY 662) offer practicum courses specific to the respective professional area. Similarly, there are practicum and practicum-type courses in many other programs that develop practitioner skills. Some examples are Social Work, Nursing, Communication Disorders, Physical Education, Communication, and Sociology.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The University of Kentucky (LIS 676), Murray State University (LIB 621), and Eastern Kentucky University (LIB 870) offer graduate degree and Planned Sixth-Year practicum courses for students in Library Media Education, though not as part of certification-only programs.

3. Discussion of proposed course:

- 3.1 Course objectives:
- The student will apply knowledge and skills in library media education in a supervised practicum setting,
 - The student will apply knowledge of the Library Media Education field to create a plan for professional growth
 - The student will be able to reflect on and provide evidence of planned personal and professional growth as a result of participating in practicum activities and LME course work
- 3.2 Content outline:
- Overview of the Practicum Experience
 - Overview of practicum requirements
 - Expectations of practicum students
 - Expectations of cooperating media specialists
 - Completion of required practicum hours in approved setting
 - Completion of required forms and field reflections
 - Overview of the Professional Growth Plan and Portfolio Process
 - Overview of Portfolio Process and Concept of Reflective Practice
 - Review of AASL Professional Standards
 - Review of Professional Growth Plan Instructions
 - Review of Portfolio Instructions and Rubric
 - Overview of Strategies for Creating the Professional Portfolio
 - Overview of Portfolio Requirements and Rubric

- Connecting AASL standards with Professional Growth Plan Actions and Evidences
- Guidance in Reflective Writing for personal and professional growth
- Overview of technical considerations in portfolio development

3.3 Student expectations and requirements:

The student will complete 40 practicum hours in an approved setting and use electronic presentation technology to create a professional portfolio based on an approved Professional Growth Plan. The student will be evaluated by the cooperating media specialists according to professional standards and dispositions.

3.4 Tentative text and course materials:

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media centers*. Chicago, IL: American Library Association.

Erikson, R. and Markuson. C. (2008). *Designing a school library media center for the future*. Chicago, IL: American Library Association.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: This course will be taught by existing faculty
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

School of Teacher Education:	<u>12/16/09</u>
CEBS Curriculum Committee	<u>02/02/10</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Course Inventory Form

General Library Media Education Textbooks

- American Association of School Librarians. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.
- Bishop, K., & Van Orden, P. (2007). *The collection program in schools: Concepts, practices, and information sources*. Library and information science text series. Westport, Conn: Libraries Unlimited.
- Latrobe, K.H. (1998). *The emerging school library media center: Historical issues and perspectives*. Englewood, CO: Libraries Unlimited.
- Nilsen, A. P., & Donelson, K. L. (2009). *Literature for today's young adults*. (8th ed.). New York: Longman.
- Oppenheimer, Todd. (2003). *The flickering mind: the false promise of technology in the classroom and how learning can be saved*. New York: Random House.
- Tiene, D., & A. Ingram (2001). *Exploring current issues in educational technology*. New York: McGraw-Hill.
- Woolls, B. (2004). *The school library media manager*. Library and information science text series. Westport, Conn: Libraries Unlimited.

ALA /AASL Position Statements

- American Library Association. (2009). Intellectual freedom statements and policies. Retrieved from <http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementspolicies.cfm>
- American Association of School Librarians. (2009). Guidelines and standards. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/guidelinesandstandards.cfm>
- American Association of School Librarians. (2009). Issue and advocacy. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/issuesadvocacy.cfm>
- American Association of School Librarians (2009). Position statements. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/positionstatements/positionstatements.cfm>

Administration and Leadership

- Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--Part 2: From library-focused to information-focused. *School Library Media Activities Monthly*. 25 (9), 22-26.
- Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--Part 3: From access-measured to evaluation-measured. *School Library Media Activities Monthly*. 25 (10), 25-28.
- Farmer, L. S. J. (2002). Issues in electronic resource services in K-12 school library settings. *Education Libraries*. 25 (2), 6-12.
- Haycock, K. (2004). Evidence-based practice. *Teacher Librarian*. 32 (1), 6.
- Intner, S. S., & Weihs, J. R. (2007). *Standard cataloging for school and public libraires*. Westport, Conn: Libraires Unlimited.
- Latrobe, K. H., Comp, & Laughlin, M. K., Comp. (1992). *Multicultural aspects of library media programs*. Libraries Unlimited, Inc., P.O. Box 3988, Englewood, CO 80155 (\$27.50; \$33 outside North America).

- Repman, J., & Dickinson, G. K. (2007). *School library management*. Columbus, Ohio: Linworth Pub.
- Rosenfeld, E. and Loertscher, D. (2007). *Toward a 21st-century school library media program*. Lanham, Md. : Scarecrow Press ; [Spring, TX] : Hi Willow Research and Pub.
- Valenza, J. K. (2007). You know if you're a 21st century teacher-librarian if. *Teacher Librarian*. 35 (1), 18-20.
- Valenza, J. K. (2005). The virtual library. *Educational Leadership*. 63 (4), 54-59.
- Woolls, B., & Loertscher, D. V. (2005). *The whole school library handbook*. Chicago: American Library Association

Teaching and Learning

- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago, Ill: American Association of School Librarians.
- Callison, D. (2009). Instructional trends from AASL journals: 1972-2007--Part 1: From teacher-centered to student-centered. *School Library Media Activities Monthly*. 25 (8), 22-26.
- McKenzie, J. (2002). Beyond toolishness: The best way for teachers to learn and put new technologies to good use. *MultiMedia Schools*. 9 (4), 34-39.
- Stripling, B. K., & Hughes-Hassell, S. (2003). *Curriculum connections through the library*. Westport, Conn: Libraries Unlimited.
- Tomlinson, C. A., & McTighe, J. (2007). *Integrating differentiated instruction and understanding by design Connecting content and kids*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Turner, P. M., & Riedling, A. M. (2003). *Helping teachers teach: A school library media specialist's role*. Westport, Conn: Libraries Unlimited.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. (2nd ed.), Alexandria, Va: Association for Supervision and Curriculum Development.
- Wiggins, G., & McTighe, J. (2008). Put understanding first. *Educational Leadership*. 65 (8), 36-41.
- Zmuda, A., & Harada, V. (2008). Librarians as learning specialists: Moving from the margins to the mainstream of school leadership. *Teacher Librarian*. 36 (1), 15-19.
- Zmuda, A., & Harada, V. (2008). Reframing the library media specialist as a learning specialist. *School Library Media Activities Monthly*. 24 (8), 42-47.

Information Literacy

- Eisenberg, M. B., & Berkowitz, R. E. (1996). *Information problem-solving: The big six skills approach to library & information skills instruction*. Norwood (New Jersey): Ablex Publishing.
- Eisenberg, M. B., & Berkowitz, R. E. (1996). *Information problem-solving: The big six skills approach to library & information skills instruction*. Norwood (New Jersey): Ablex Publishing.
- Kuhlthau, C.C. (2003). Rethinking libraries for the information age school: Vital roles in inquiry learning. *School Libraries in Canada*, 22(4), 3-5. Retrieved March 20, 2007 from EBSCO Host Database.

- Kuhlthau, C.C. (2005). Towards collaboration between information seeking and information retrieval. *Information Research*, 10(2), paper 225. Retrieved June 11, 2007 from <http://InformationR.net/ir/10-2/paper225.html>.
- McKenzie, J. A. (2000). *Beyond technology: Questioning, research and the information literate school*. Bellingham, Wash: FNO Press.
- Sheard, K. (2006). The librarian as information broker: The role of the library in developing information literacy at key stage 3. *Education Libraries Journal*, 48(3), 9-18. Retrieved March 20, 2007 from EBSCOHost Database.
- Small, R. V. (2005). *Designing digital literacy programs with IM-PACT: Information motivation, purpose, audience, content, and technique*. Best practices for school library media professionals. New York: Neal-Schuman.
- Todd, R.J. (1995). Integrated information skills instruction: Does it make a difference? *SLMQ* 23(2). Retrieved June 11, 2007 from http://oldweb.ala.org/aasl/SLMR/slmr_resources/select_todd.html.
- Todd, R.J. (2003). Adolescents of the Information Age: Patterns of information seeking and use, implications for information professionals. *School Libraries Worldwide*, 9(2), 27-46. Retrieved January 30, 2007 from Wilson Web Database.

Literacy, Literature and Collection Development

- Herald, D. T. (2003). *Teen genrelecting: A guide to reading interests*. Westport, Conn: Libraries Unlimited.
- Krashen, S. D. (2004). *The power of reading: Insights from the research*. Westport, Conn: Libraries Unlimited.
- Lukenbill, W. B. (2002). *Collection development for a new century in the school library media center*. Greenwood professional guides in school librarianship. Westport, Conn: Greenwood Press.
- Perkins, M. (2009). Straight talk on race: Challenging the stereotypes in kids' books. *School Library Journal*. 55(4), p. 28-32.
- Roberts, L. C., Dean, E., & Holland, M. (2005, Nov.). Contemporary American Indian cultures in children's picture books. *Beyond the Journal*. Retrieved from <http://www.journal.naeyc.org/btj/200511/Roberts1105BTJ.pdf>
- Slapin, B., ed. (1998). *Through Indian eyes: The Native experience in books for children*. Philadelphia, Pa.: New Society Publishers
- Small, R. V. (2009). Reading incentives that work: No-cost strategies to motivate kids to read and love it! *School Library Media Activities Monthly*. 25 (9), 27-31.
- Trelease, Jim. (2008). *The read aloud handbook*. Paw Prints.

Flexible Scheduling

- Buchanan, J. (1991). *Flexible access library media programs*: Englewood, Colo. : Libraries Unlimited.
- McGregor, J. (2006) Flexible scheduling: Implementing an innovation. *School Library Media Research*, 9. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume9/flexible.cfm>
- Ohlrich, K. B. (2001). *Making flexible access & flexible scheduling work today*. Englewood, Colo. : Libraries Unlimited.

Rowe, G. S. (2007) Collaboration: It's a gamble on a fixed schedule *Knowledge Quest*, 35(4), 44-6

Library and Achievement Studies

Lance, K.C., Wellborn, L., Hammilton-Pennell, C. (1993). *The impact of school library media centers on academic achievement*. Spring, TX: Hi Willow Research.

http://www.ala.org/aasl/SLMR/slmr_resources/select_lance.html

Lance, K. C., & Loertscher, D. V. (2005). *Powering achievement: School library media programs make a difference : the evidence mounts*. Salt Lake City, UT: Hi Willow Research & Pub.

Todd, R. , Kuhlthau, C. and OELMA. (2004). *Student learning through Ohio school libraries: the Ohio Research Study*. Columbus, OH: Ohio Educational Library Media Association.

<http://www.oelma.org/studentlearning/default.asp>

Small, R., Snyder, J., Parker, K. (2009). The impact of New York's school libraries on student achievement and motivation: Phase I. *School Library Media Research*, 12.

<http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume12/small.cfm>

Proposal Date: November 30, 2009

**College of Health and Human Resources
Department of Communication Disorders
Proposal to Create a New Course**

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CD 550
- 1.2 Course title: Consultation in Communication Disorders
- 1.3 Abbreviated course title: Consultation in Comm Disorders
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites: Permission of instructor
- 1.7 Course catalog listing: designed to teach clinicians how to help clients and their families in a positive, empathetic manner. Disorder-specific guidance with respect to client/family understanding of the communication impairment will be presented. Students will be given opportunities to apply their knowledge through interpretation of research and evaluation of case studies.

2. Rationale:

- 2.1 Reason for developing the proposed course: The current graduate curriculum does not include such content. Graduate students acquire knowledge and skill in intervention of various communication disorders; however, they are lacking knowledge in providing consultation services to clients and families.
- 2.2 Projected enrollment in the proposed course: 25 students
- 2.3 Relationship of the proposed course to courses now offered by the department: The content of this course is not included in any of the graduate offerings in Communication Disorders.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other departments offer this specific course content. The Department of Counseling and Student Affairs offers a degree and many courses that prepare students to be professional counselors. That is not the intent of this course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: No other Communication Disorders master's degree program in the state of Kentucky (Eastern Kentucky University, University of Louisville, University of Kentucky, and Murray State University) offers a consultation course of this nature. Among the benchmark schools, Wichita State University offers CSD 705, Counseling in Communication Disorders. Illinois State University is not a designated benchmark school but it offers CSD 451 – Counseling for Communication Disorders at the graduate level.

3. Discussion of proposed course:

- 3.1 Course objectives: The student will be able to:
- Link principles of effective intervention for individuals and families living with communication disorders
 - Identify positive strategies to be employed with adults and children with communication disorders
 - Demonstrate understanding of the process for making appropriate referrals with follow-up as needed
- 3.2 Content Outline:
- Communication disorders and their impact on parents and caregivers
 - Communication disorders and their impact on children
 - Communication disorders and their impact on adults
 - Strategies for seeking additional services for clients and strategies for intervention
 - Appropriate interviewing techniques during assessment and intervention of persons with communication disorders
- 3.3 Student expectations and requirements: exams, projects, papers
- 3.4 Tentative texts and course materials:
- Counseling in Communication Disorders: A Wellness Perspective by Audrey Holland, 2007
 - Scope of Practice in speech-language pathology, ASHA, 2007
 - Scope of practice in audiology, ASHA, 2005

4. Resources:

- 4.1 Library Resources: Library resources are adequate.
- 4.2 Computer Resources: Online resources are abundant and are listed at the end of most chapters in the text.

5. Budget Implications:

- 5.1 Proposed method of staffing: Current Faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Summer 2010

7. Dates of prior committee approvals:

Communication Disorders Department:	<u>11-04-09</u>
CHHS Curriculum Committee	<u>12-14-09</u>
Professional Education Council	_____
Graduate Council	_____

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: November 4, 2009

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

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

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 572
- 1.2 Course title: Contemporary Issues in Communication Disorders
- 1.3 Abbreviated course title: Contemporary Issues in CD
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites: Permission of instructor
- 1.7 Course catalog listing: An in-depth examination of a topic of current interest and relevance to speech-language pathologists.

2. Rationale:

- 2.1 Reason for developing the proposed course: A course of this type with content that will vary with the needs of the profession will meet a need in a timely manner. By addressing current issues, the Department can provide an immediate response to issues that are needed to help school based speech pathologists serve their students more effectively.
- 2.2 Projected enrollment in the proposed course: 10 - 12
- 2.3 Relationship of the proposed course to courses now offered by the department: There are no other courses similar to this offered on a permanent basis. This course is being offered on a temporary basis in the Spring 2010 term.
- 2.4 Relationship of the proposed course to courses offered in other departments: Many programs offer courses like this. Some include:
 - HCA 572: Special Topics in Health Services Administration
 - PS 549: Special Problems in Public Administration
 - CNS 570: Workshop in Counseling
 - EXED 518: Contemporary Issues in Special Education
- 2.5 Relationship of the proposed course to courses offered in other institutions: The University of Louisville offers CMDS 695 Special Topics in Speech and Language Disorders (Study of special areas or new topics in speech language pathology. Topics may include counseling, genetic syndromes, multicultural issues, cerebral palsy or management of the burn patient. Topic will be indicated in the semester schedule of courses. Maximum of 6 hours of credit). Of benchmark schools, Eastern Illinois University offers CDS 5400 Special Topics (Intensive study of contemporary problems, issues, trends, and developments in the field of communication disorders. Prerequisites: Graduate degree-seeking status or permission of the department chairperson. May be repeated for a maximum of eight semester hours of credit). Similar courses at other benchmark schools could not be identified.

3. Discussion of proposed course:

- 3.1 Course objectives: Specific objectives will be determined when the course topic is identified. In general, the objectives will be:
- explore topic of current interest in communication disorders
 - develop assessment skills in a targeted area of communication disorders
 - develop intervention skills in a targeted area of communication disorders
- 3.2 Content outline: Specific outline cannot be specified due to the nature of the course. The outline will be specified when the course topic is identified.
- 3.3 Student expectations and requirements: research papers, projects, exams
- 3.4 Tentative texts and course materials: The text will change as the topic changes.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: current faculty will teach the course
- 5.2 Special equipment needed: course will be taught online
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Disorders Department	<u>11/4/2009</u>
CHHS Curriculum Committee	<u>12/14/2009</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: January 11, 2010

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

Contact Person: Mark Robinson mark.robinson@wku.edu 745-6223

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 213
- 1.2 Course title: Laboratory for Mathematics for Elementary Teachers I
- 1.3 Credit hours: 1

2. Rationale for the course deletion:

MATH 213 is an optional hands-on laboratory course designed to accompany MATH 211, Mathematics for Elementary Teachers I. This laboratory course has not been offered since Fall 2003 and there are no plans to offer it in the future. Continuing to list the course is misleading to students and advisors. The MATH 211-212 (Mathematics for Elementary Teachers I-II) sequence is itself being phased out over the next several semesters and is being replaced by a new three-course sequence for elementary education majors.

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

None.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Mathematics and Computer Science Department 1-22-10

OCSE Curriculum Committee 2-04-10

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: January 11, 2010

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

Contact Person: Mark Robinson mark.robinson@wku.edu 745-6223

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 214
- 1.2 Course title: Laboratory for Mathematics for Elementary Teachers II
- 1.3 Credit hours: 1

2. Rationale for the course deletion:

MATH 214 is an optional hands-on laboratory course designed to accompany MATH 212, Mathematics for Elementary Teachers II. This laboratory course has not been offered since Fall 2003 and there are no plans to offer it in the future. Continuing to list the course is misleading to students and advisors. The MATH 211-212 (Mathematics for Elementary Teachers I-II) sequence is itself being phased out over the next several semesters and is being replaced by a new three-course sequence for elementary education majors.

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

None.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Mathematics and Computer Science Department 1-22-10

OCSE Curriculum Committee 2-4-10

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 01/13/2010

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

Contact Person: Mikhail Khenner e-mail: mikhail.khenner@wku.edu Phone: 745-2797
Nezam Iraniparast e-mail: nezam.iraniparast@wku.edu Phone: 745-6281

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 431
- 1.2 Course title: Intermediate Analysis I
- 1.3 Credit hours: 3.00

2. Revise course title: NA

- 2.1 Current course title: NA
- 2.2 Proposed course title: NA
- 2.3 Proposed abbreviated title: NA
- 2.4 Rationale for revision of course title: NA

3. Revise course number: NA

- 3.1 Current course number: NA
- 3.2 Proposed course number: NA
- 3.3 Rationale for revision of course number: NA

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisite:
MATH 317, Introduction to Algebraic Systems.
- 4.2 Proposed prerequisite:
MATH 337, Elements of Real Analysis with grade of C or better.
- 4.3 Rationale for revision of course prerequisite:
The newly created MATH 337 will serve as a bridge course to facilitate the transition from calculus to analysis. Thus MATH 337 will offer better preparation for MATH 431.
- 4.4 Effect on completion of major/minor sequence: None

5. Revise course catalog listing:

- 5.1 Current course catalog listing:
Topics chosen from cardinality, limits, continuity, elementary topological concepts, sequences and series, differentiation and integration, elementary functional analysis.
- 5.2 Proposed course catalog listing:

Topics in analysis chosen from inverse and implicit function theorems, differentiation, integration, infinite series, series of functions, and introductory functional analysis.

- 5.3 Rationale for revision of course catalog listing:
Some elementary topics are being moved from MATH 431 to MATH 337, allowing other topics to be studied in greater depth.

6. Revise course credit hours: NA

- 6.1 Current course credit hours: NA
- 6.2 Proposed course credit hours: NA
- 6.3 Rationale for revision of course credit hours: NA

7. Proposed term for implementation: Fall 2010

8. Dates of prior committee approvals:

Mathematics and Computer Science Department	January 22, 2010
Ogden College Curriculum Committee	<u>2-04-10</u> _____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Mikhail Khenner e-mail: mikhail.khenner@wku.edu Phone: 745-2797
 Nezam Iraniparast e-mail: nezam.iraniparast@wku.edu Phone: 745-6218

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MATH 337
- 1.2 Course title: Elements of Real Analysis
- 1.3 Abbreviated course title: Elements of Real Analysis
- 1.4 Credit hours and contact hours: 3.00
- 1.5 Type of course: L
- 1.6 Prerequisites: MATH 237, MATH 307, MATH 310
- 1.7 Course catalog listing:
Basic concepts and techniques of real analysis, including proofs by induction and contradiction, the number system, functions of real variables, sets, series and sequences, cardinality, continuity, convergence, elementary topology.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Solving complex mathematical problems often requires an in-depth understanding of concepts and techniques of real analysis. It is beneficial to introduce proof-based approaches early in the education of a mathematician. To help accomplish these goals, the proposed course will serve as a bridge course to facilitate the student's transition from studying calculus (MATH 136, 137, 237) to studying real analysis (MATH 431). The proposed course will be required of all non-certifiable math majors (reference numbers 528 and 728) and will become the prerequisite for MATH 431/431G. Suggested new course sequences are MATH 337 – MATH 431, MATH 337 – MATH 450. Course sequences no longer recommended are MATH 431 – MATH 432, MATH 431 – MATH 450.
- 2.2 Projected enrollment in the proposed course:
Approximately 60 students per year, based on the number of mathematics majors in the program.
- 2.3 Relationship of the proposed course to courses now offered by the department:
Real analysis is currently offered as MATH 431/431G: Intermediate Analysis I. The introduction to the elements of real analysis provided in the proposed course will facilitate instruction in MATH 431/431G and will allow students in MATH 431/431G to focus on more advanced topics.
- 2.4 Relationship of the proposed course to courses offered in other departments:
No other course of this nature exists at the university's other departments.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
Transition courses from calculus to real analysis are not uncommon in other Institutions.

Middle Tennessee State University offers MATH 4250, Theory of Calculus with topics such as theoretical development of limits, continuity, differentiation, and integration in one dimension. Austin Peay State University offers MATH 1920, Introduction to Math Reasoning, with topics that include inductive and deductive reasoning, symbolic logic, truth tables, set theory, and functions, with emphasis on various techniques in proving mathematical theorems, as well as applications to geometry, number theory, algebra, analysis, and topology. The University of Denver offers MATH 3161, Intro to Real Analysis I, with topics such as a theoretical introduction to limits and continuity, sequences and series of numbers and functions, a theoretical introduction to the foundations of calculus. Wabash College offers MAT 333, Introduction to Functions of a Real Variable I, with topics that include set theory, the real numbers, the topology of Cartesian spaces, convergence, continuous functions, and sequences of continuous functions.

3. Discussion of proposed course:

- 3.1 Course objectives: Students who successfully complete this course are expected to have:
- developed understanding of mathematical proofs
 - significantly increased their problem-solving skills
 - deepened their interest in mathematics
 - improved their written and oral communication skills
- 3.2 Content outline:
- Proofs by induction and contradiction
 - Notion of *epsilon* and *delta*
 - Notion of limsup/liminf
 - Finite/infinite sets, countable sets, open/closed sets
 - Union/intersection of sets
 - Cardinality, supremum/infimum
 - Series and sequences
 - Continuity
 - Absolute/uniform convergence
 - Elementary topology in Cartesian spaces
- 3.3 Student expectations and requirements:
Students are expected to attend class, to solve assigned homework problems, and to complete unit exams and a final exam.
- 3.4 Tentative texts and course materials:
Analysis: With an Introduction to Proof, Steven R. Lay, 2004, Prentice-Hall, 4th Ed., ISBN-13: 978-0131481015, ISBN-10: 0131481010;
Elementary Analysis: The theory of Calculus, Kenneth A. Ross, 2003, Springer, ISBN-13: 978-0387904597, ISBN-10: 038790459X;
Real Analysis and Foundations, Steven G. Krantz, 2004, Chapman & Hall, 2nd Ed., ISBN-13: 978-1584884835, ISBN-10: 1584884835;
Introduction to Real Analysis, Robert G. Bartle and Donald R. Sherbert,

1999, Wiley, 3rd Ed., ISBN-13: 978-0471321484, ISBN-10: 0471321486.

4. Resources:

- 4.1 Library resources:
See attached library resources form
- 4.2 Computer resources:
None

5. Budget implications:

- 5.1 Proposed method of staffing:
Existing faculty
- 5.2 Special equipment needed:
None
- 5.3 Expendable materials needed:
None
- 5.4 Laboratory materials needed:
None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Mathematics and Computer Science Department	January 22, 2010
Ogden College Curriculum Committee	February 4, 2010
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: January 11, 2010

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

Contact Persons: Mark Robinson mark.robinson@wku.edu 745-6223
Mikhail Khenner mikhail.khenner@wku.edu 745-2797

1. Identification of program:

- 1.1 Current program reference number: 728 and 528
- 1.2 Current program title: Major in Mathematics
- 1.3 Credit hours: 35 hours (728); 48 hours (528)

2. Identification of the proposed program changes:

- Add admission requirements to the catalog description.
- Remove the certifiable option from the extended Major in Mathematics (reference number 528).
- Remove MATH 122, 132, 232 as options for the calculus sequence.
- Modify course numbers, titles and credit hours to reflect previously approved changes: MATH 126 Calculus and Analytic Geometry I (4.5 hours) to MATH 136 Calculus I (4 hours); MATH 227 Calculus and Analytic Geometry II (4.5 hours) to MATH 137 Calculus II (4 hours); MATH 327 Multivariable Calculus (4 hours) to MATH 237 Multivariable Calculus (4 hours); MATH 329 Probability and Statistics I (3 hours) to MATH 382 Probability and Statistics I (3 hours); and MATH 429 Probability and Statistics II (3 hours) to MATH 482 Probability and Statistics II (3 hours).
- Add MATH 337 to the list of required courses for the non-certifiable major (728 or 528)
- Replace the sequences MATH 431-432 and MATH 431-450 with the sequences MATH 337- 431 and MATH 337-450.
- Delete MATH 275, 305, 315, 329, 331, 398, and 475 from the list of elective courses in the general certifiable option (reference number 728).
- Change the minimum number of credit hours in the general major (728) from 35 to 34.

3. Detailed program description:

Major in Mathematics A major in mathematics provides a Bachelor of Arts degree and requires either a minimum of 35 semester hours for a general major with a minor or second	Major in Mathematics A major in mathematics provides a Bachelor of Arts degree and requires either a minimum of 34 semester hours for a general major with a minor or second major
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major (reference number 728) or a minimum of 48 semester hours for an extended major (reference number 528).

Both types of majors offer two options:

- (1) Major for Employment in Industry and/or Graduate Studies in Mathematics;
- (2) Major Certifiable for Teaching Secondary Level Mathematics. Option 1 students are required to complete both CS 240 and CS 241. Option 2 students are required to complete either CS 230 or CS 240.

Option 1: Major for Employment in Industry and/or Graduate Studies in Mathematics

(A) General Major (728): The student must complete a minimum of **35** hours of mathematics with a minor or second major giving a total of at least 54 hours (48 unduplicated) with the following requirements:

1. MATH **126-227 (or 122-132-232)**, 307, 310, 317, **327**, 498.
2. At least one of the sequences: MATH 317-417; **329- 429**; 331-435; **431-432**; **431-450**; 405-406.

(reference number 728) or a minimum of 48 semester hours for an extended major (reference number 528).

Students who wish to declare a 728 or 528 mathematics major will initially be designated as “seeking admission” until the following requirements have been satisfied:

- **Complete MATH 136, MATH 137, and MATH 307 or MATH 310, with a grade of C or better in each course.**
- **Have an overall GPA of at least 2.4 in mathematics program courses (MATH 136 and above) completed prior to admission.**

The general major (728) offers two options: (1) Major for Employment in Industry and/or Graduate Studies in Mathematics; (2) Major Certifiable for Teaching Secondary Level Mathematics. **The extended major (528) offers only the first option.** Option 1 students are required to complete both CS 240 and CS 241. Option 2 students are required to complete either CS 230 or CS 240.

Option 1: Major for Employment in Industry and/or Graduate Studies in Mathematics

(A) General Major (728): The student must complete a minimum of **34** hours of mathematics with a minor or second major giving a total of at least 54 hours (48 unduplicated) with the following requirements:

1. MATH **136, 137, 237, 307, 310, 317, 337, 498.**
2. At least one of the sequences: MATH 317-417; 331-435; **337-431**; **337-450**; **382-482**; 405-406.

<p>3. At least 6 hours of 400-level mathematics other than MATH 475.</p> <p>Other acceptable courses for the general major are MATH 275 (up to 3 hours), 305, 315, 323, 329, 331, 398 (up to 3 hours), 405, 406, 415, 417, 423, 429, 431, 432, 435, 439, 450, 470, 475 (up to 6 hours), and STAT 301.</p> <p>(B) Extended Major (528): The student must complete a minimum of 48 hours of mathematics with the following requirements:</p> <ol style="list-style-type: none"> 1. MATH 126-227 (or 122-132-232), 307, 310, 317, 327, 498. 2. At least one of the sequences: MATH 317-417; 329-429; 331-435; 431-432; 431-450; 405-406. 3. At least 12 hours of 400-level mathematics. <p>Other acceptable courses for the extended major are MATH 275 (up to 3 hours), 305, 315, 323, 329, 331, 398 (up to 3 hours), 405, 406, 409, 415, 417, 423, 429, 431, 432, 435, 439, 450, 470, 475 (up to 6 hours), and STAT 301.</p> <p>Option 2: Major Certifiable for Teaching Secondary Level Mathematics</p> <p>(A) General Certifiable Major (reference number 728): The student must complete a minimum of 35 hours of mathematics with a minor or second major giving a total of at least 54 hours (48 unduplicated) with the following requirements:</p> <ol style="list-style-type: none"> 1. MATH 126-227 (or 122-132-232), 304, 307, 310, 317, 323, 327, 498; STAT 301. The student must complete these courses before the “professional semester.” 	<p>3. At least 6 hours of 400-level mathematics other than MATH 475.</p> <p>Other acceptable courses for the general major are MATH 275 (up to 3 hours), 305, 315, 323, 331, 382, 398 (up to 3 hours), 405, 406, 415, 417, 423, 431, 432, 435, 439, 450, 470, 475 (up to 6 hours), 482, and STAT 301.</p> <p>(B) Extended Major (528): The student must complete a minimum of 48 hours of mathematics with the following requirements:</p> <ol style="list-style-type: none"> 1. MATH 136, 137, 237, 307, 310, 317, 337, 498. 2. At least one of the sequences: MATH 317-417; 331-435; 337-431; 337-450; 382-482; 405-406. 3. At least 12 hours of 400-level mathematics. <p>Other acceptable courses for the extended major are MATH 275 (up to 3 hours), 305, 315, 323, 331, 382, 398 (up to 3 hours), 405, 406, 409, 415, 417, 423, 431, 432, 435, 439, 450, 470, 475 (up to 6 hours), 482, and STAT 301.</p> <p><u>Option 2:</u> Major Certifiable for Teaching Secondary Level Mathematics (reference number 728): The student must complete a minimum of 34 hours of mathematics with a second major in Science and Mathematics Education (SMED). The following courses are requirements:</p> <ol style="list-style-type: none"> 1. MATH 136, 137, 237, 304, 307, 310, 317, 323, 498; STAT 301. Before the professional semester, the student must complete each of these courses with a grade of “C” or better <u>and</u> achieve a GPA of at least 2.5 in required mathematics
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<p>2. At least 3 hours of 400-level mathematics other than MATH 475.</p> <p>Other acceptable courses for the general certifiable major are MATH 275 (up to 3 hours), 305, 315, 329, 331, 398 (up to 3 hours), 405, 406, 409, 415, 417, 421, 423, 429, 431, 432, 435, 439, 450, 470, 475 (up to 6 hours).</p> <p>Students in this option must have a second major in science and mathematics education (SMED). In addition, students must attain a grade of “C” or better in each required mathematics course and a 2.5 GPA for all required mathematics courses.</p> <p>(B) Extended Certifiable Major (reference number 528): The student must complete a minimum of 48 hours of mathematics with the following requirements:</p> <p>1. MATH 126-227 (or 122-132-232), 307, 310, 317,323, 327, 498; STAT 301. The student must complete these courses before the “professional semester.”</p> <p>2. At least 9 hours of 400-level mathematics.</p> <p>Other acceptable courses for the extended certifiable major are MATH 275 (up to 3 hours), 305, 315, 329, 331, 398 (up to 3 hours), 405, 406, 409, 415, 417, 421, 423, 429, 431, 432, 435, 439, 450, 470, 475 (up to 6 hours).</p>	<p>courses.</p> <p>2. At least 3 hours of 400-level mathematics from the following list: MATH 405, 406, 409, 415, 417, 421, 423, 431, 432, 435, 439, 450, 470, 482.</p>
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4. Rationale for the proposed program change:

- The program description should reflect recently approved admission requirements.
- With the implementation of the Major in Science and Mathematics Education, mathematics majors who wish to be certified to teach secondary school are required to major both in mathematics and in science and mathematics education. This double major requires 34 hours of mathematics and 33 hours of science and mathematics education courses, in addition to general education courses and a computer science course. Few such students will choose an extended mathematics major in addition to

the required second major. Those students who wish to take additional mathematics hours may do so without having the 528 designation.

- The MATH 122, 132, 232 option for the calculus sequence has been removed because 132 and 232 are being deleted from the WKU Course Inventory.
- The revisions in course numbers, titles and credit hours reflect previously approved curriculum changes.
- MATH 337 is a new “bridge” course designed to help students make a successful transition from calculus to analysis. This transition is important for the students’ future effectiveness in upper-level mathematics. Therefore the course will be required of all non-certifiable majors.
- The addition of MATH 337 to the list of required courses allows that course to be used as the first course in two of the six two-course sequences from which the student must select at least one in completing the requirements for the non-certifiable major (728 or 528)
- MATH 304 Functions, Applications, and Explorations has been added as a required course for students seeking secondary certification in mathematics. This leaves students with just 3 additional credit-hours at the 400-level to complete the major; the acceptable courses are listed to avoid confusion.
- The reduction in the number of credit hours in the new calculus sequence has caused a one-hour reduction in the number of hours required for the general major (728) from 35 to 34.

5. Proposed term for implementation:

Fall 2010

6. Dates of prior committee approvals:

Mathematics and Computer Science Department January 22, 2010

OCSE Curriculum Committee February 4, 2010

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: January 10, 2010

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

Contact Person: M. D. Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of program:

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music in Music Education
(Instrumental sequence)
- 1.3 Credit hours: Instrumental sequence 72 hours

2. Identification of the proposed program changes: In the Instrumental sequence, MUS 162 Group Voice will now be required. In the past, students could choose either MUS 162 Group Voice or a Choir to meet the vocal proficiency requirement. This proposal eliminates the choice between the two classes, but maintains the same number of total required hours.

3. Detailed program description: The Bachelor of Music concentration in music education offers three teaching certifications. The Instrumental sequence requires 72 hours in music. This option also requires 22 hours in professional education and certain additional classes prescribed within the general education component. No minor or second major is required.

See current and proposed curriculum on following page.

CURRENT PROGRAM:

#593 Music Ed. "Instrumental" sequence

<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I	3 hrs.
MUS 101 Theory II	3 hrs.
MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.
MUS 203 Music Technology	2 hrs.
MUS 407 Orch & Band Arranging	3 hrs.
MUS 214 String Techniques	1 hr.
MUS 215 Brass Techniques	1 hr.
MUS 315 Clarinet/Sax Tech.	1 hr.
MUS 316 Flute/Double Reed Tech.	1 hr.
MUS 319 Percussion Techniques	1 hr.
MUS 312 Tchng Music Elementary	3 hrs.
MUS 412 Tchng Music Middle Scl	3 hrs.
MUS 416 Instrumental Methods	3 hrs.
MUS 417 Marching Band Tech.	2 hrs.
MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
7 Semesters of	
MUS 155 Performance Attendance	0 hrs
MUS 162 Group Voice OR	

MUS 340 Choir 1 hr.

MUS 160 Group Piano I	1 hr.
MUS 161 Group Piano II	1 hr.
MUS 260 Group Piano III	1 hr.
MUS 261 Group Piano IV	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
MUS 317 Conducting I	2 hr.
MUS 318 Conducting II	2 hrs.

TOTAL = 72 hrs.

Professional Education

EDU 250 Intro Teacher Ed. K-12	3 hrs.
EXED 330 Intro Special Ed.	3 hrs.
PSY 310 Ed. Psychology	3 hrs.
SEC/MGE/ELED 490	
Music Student Teaching	10 hrs.
EDU 489 Student Teaching Seminar	3 hrs.
TOTAL	= 22 hrs.

PROPOSED PROGRAM:

NEW #593 Music Ed. "Instrumental" sequence

<u>Music Courses</u>	<u>Credit hrs.</u>
MUS 100 Theory I	3 hrs.
MUS 101 Theory II	3 hrs.
MUS 200 Theory III	3 hrs.
MUS 201 Theory IV	3 hrs.
MUS 203 Music Technology	2 hrs.
MUS 407 Orch & Band Arranging	3 hrs.
MUS 214 String Techniques	1 hr.
MUS 215 Brass Techniques	1 hr.
MUS 315 Clarinet/Sax Tech.	1 hr.
MUS 316 Flute/Double Reed Tech.	1 hr.
MUS 319 Percussion Techniques	1 hr.
MUS 312 Tchng Music Elementary	3 hrs.
MUS 412 Tchng Music Middle Scl	3 hrs.
MUS 416 Instrumental Methods	3 hrs.
MUS 417 Marching Band Tech.	2 hrs.
MUS 326 Music History I	3 hrs.
MUS 327 Music History II	3 hrs.
MUS 328 Music History III	3 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal*	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 153 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
MUS 353 Applied Principal	2 hrs.
7 Semesters of	
MUS 155 Performance Attendance	0 hrs

MUS 162 Group Voice 1 hr.

MUS 160 Group Piano I	1 hr.
MUS 161 Group Piano II	1 hr.
MUS 260 Group Piano III	1 hr.
MUS 261 Group Piano IV	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
Ensemble (required major ens.)	1 hr.
MUS 317 Conducting I	2 hr.
MUS 318 Conducting II	2 hrs.

TOTAL = 72 hrs.

Professional Education

EDU 250 Intro Teacher Ed. K-12	3 hrs.
EXED 330 Intro Special Ed.	3 hrs.
PSY 310 Ed. Psychology	3 hrs.
SEC/MGE/ELED 490	
Music Student Teaching	10 hrs.
EDU 489 Student Teaching Seminar	3 hrs.
TOTAL	= 22 hrs.

4. Rationale for the proposed program change: According to our content accrediting agency, the National Association of Schools of Music, the additional voice class for instrumentalists needs to be added to the curriculum to comply with one of the standards for accreditation. This class has been an option heretofore, and will now become a requirement, without changing the total number of required hours for certification.

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

Department of Music: October 21, 2009

Potter College Curriculum Committee February 4, 2010

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: December 15, 2009

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

Contact Person: Kelly Reames, kelly.reames@wku.edu, 5-5720

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 504
- 1.2 Course title: Studies in American Literature
- 1.3 Abbreviated course title: Studies in American Literature
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L and S
- 1.6 Prerequisites: Graduate standing
- 1.7 Course catalog listing: Focuses on an area of study in American literature from a range of historical periods; explores a particular topic and/or an array of literary genres or modes. May be repeated once, for a total of 6 credit hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: Our current graduate curriculum lacks a consistent rationale and is too narrowly defined. Within the context of restructuring our graduate offerings in order to increase the coherence and flexibility of the curriculum, this course allows a variety of faculty to teach a range of historical periods and cultural contexts. The course may focus on a particular topic, historical period, geographical location, literary mode, or any other aspect of American literature, thus allowing the graduate faculty to offer a broader and more current range of material. The more flexible and up-to-date curriculum will allow us to take full advantage of our graduate faculty, will be more attractive to potential graduate students, and will better prepare our students for further graduate study.

The course offers students exposure to traditional literary and cultural history but also allows for innovative ways of looking at literature to reflect new ways of construing the evolving traditions of American literature. The new course may include material very similar to the content of one of the deleted courses (e.g., Realism and Naturalism in American Literature, the American Short Story, American Romanticism) but also provides an opportunity for specialization and ethnic inclusiveness.

- 2.2 Projected enrollment in the proposed course: 15
- 2.3 Relationship of the proposed course to courses now offered by the department: The English department is in the process of revising its graduate courses; this course will replace current courses in American literature that are more narrowly

defined (e.g., American Romanticism and the American Short Story). The course complements our other graduate offerings, which focus on one or more authors, a particular genre, or literature written in translation, thus creating a balanced curriculum.

- 2.4 Relationship of the proposed course to courses offered in other departments: Because of its focus on literature and literary criticism, the proposed course does not significantly overlap with other courses offered in the university, though it may complement courses in Folk Studies and/or History that cover the same historical period as the literature studied in any given semester.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses (some more narrowly defined) offered at other institutions include Studies in American Literature at the University of North Carolina—Greensboro, Seminar in American Literature to 1865 and 1865-1910 at the University of Louisville, Readings in American Literature at the University of Tennessee, and Studies in American Literature: The Twentieth Century at Texas A&M.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of the course, students will demonstrate an understanding of the literary and cultural trends and theoretical debates about the specified topic in American literature. Specifically, students should
- Understand the literature within its historical and geographical contexts
 - Think and write critically about the literature at a graduate level
 - Be familiar with criticism appropriate to the focus of the course
 - Apply relevant theoretical concepts to the literature in a productive way
- 3.2 Content outline: The content will vary by topic but will include literary texts as well as literary criticism about the topic. Course organization will also vary but would likely adopt a chronological and/or thematic structure. Possible topics for the course include African-American Literature, American Eco-Literature, the Puritan Imagination, Literature of the Working Class, American Regionalism, the American Gothic, Transcendentalism in American Literature, and so forth.
- 3.3 Student expectations and requirements: Requirements will include reading assigned texts, participating in discussion, completing written assignments (some with a research component), taking exams, and may include oral presentations.
- 3.4 Tentative texts and course materials: Will vary by topic but will include both literary texts and literary criticism.

4. Resources:

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

5. Budget implications:

5.1 Proposed method of staffing: Graduate faculty in the English department.

5.2 Special equipment needed: None.

5.3 Expendable materials needed: None.

6. Proposed term for implementation: Fall 2010.

7. Dates of prior committee approvals:

English Department: 1/22/2010

Potter College Curriculum Committee 2/4/2010

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: November 16, 2009

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

Contact Person: Dr. Karen Schneider, karen.schneider@wku.edu, 745-3046

1. Identification of proposed course

- 1.1 Course prefix and number: ENG 514
- 1.2 Course title: Studies in British Literature
- 1.3 Abbreviated course title: Studies in British Literature
- 1.4 Credit hours: 3
- 1.5 Schedule type: L and S
- 1.6 Prerequisites: graduate standing
- 1.7 Course description: Focuses on an area of study in British literature from a range of historical periods; explores a particular topic and/or an array of literary genres or modes. May be repeated once, for a total of 6 credit hours.

2. Rationale

- 2.1 Reason for developing the proposed course: Our current graduate curriculum lacks a consistent rationale and is too narrowly defined. Within the context of restructuring of our graduate offerings in order to increase the coherence and flexibility of the curriculum, this course allows a variety of faculty to teach a range of historical periods and cultural contexts. The course may focus on a particular topic, historical period, geographical location, literary mode, or any other aspect of British literature, thus allowing the graduate faculty to offer a broader and more current range of material. The more flexible and up-to-date curriculum will allow us to take full advantage of our graduate faculty, will be more attractive to potential graduate students, and will better prepare our students for further graduate study.

The course offers students exposure to traditional literary and cultural history but also allows for innovative ways of looking at literature to reflect new ways of construing the evolving traditions of British literature. The new course may include material very similar to the content of one of our deleted courses (e.g., the Victorian Novel, Restoration Drama, Romantic Poetry, British Modernism), but also provides an opportunity for more specialization and geographic inclusiveness.

- 2.2 Projected enrollment: 15
- 2.3 Relationship of the proposed course to other offerings in the department: The English department is in the process of revising its graduate courses; this course will replace the current courses in British literature that are more narrowly

defined. The course complements our other graduate offerings, which more specifically focus on one or more authors, a particular genre, or literature written in translation, thus creating a balanced curriculum.

2.4 Relationship of the proposed course to courses offered in other academic units: Because of its focus on literature and literary criticism, the proposed course does not significantly overlap with other courses offered in the university, though it may complement courses in Folk Studies and/or History that cover the same historical period as the literature studied in any given semester.

2.5 Relationship of the proposed course to courses offered in other institutions: A number of other universities offer broadly defined graduate courses to cover the same material and approaches: For example, the University of Kentucky's introductory graduate offerings are designated "studies" courses, organized by historical periods and geographical location rather than single authors; Western Illinois University has similarly flexible course offerings such as "Topics in Literature"; Indiana State University offers a Seminar in British Literature before 1800 and one after 1800.

3. Discussion of proposed course

3.1 Course Objectives: Upon completion of the course, students will demonstrate an understanding of the literary and cultural trends and theoretical debates about the specified topic in British Literature. Specifically, students will

- understand the literature within its historical and geographical context
- think and write critically about the literature at a graduate level
- be familiar with criticism appropriate to the focus of the course
- apply relevant theoretical concepts to the literature in a productive way

3.2 Course content outline: The content will vary by topic but will include literary texts and literary criticism about the topic. Course organization will also vary but would likely adopt a chronological and/or thematic structure. Possible topics include Irish literature, the Literature of Imperialism, the Arthurian Tradition, Milton and Romanticism, Satire, Shakespeare & Adaptation, British Modernism and its Discontents.

3.3 Requirements and Evaluation: Requirements will include reading assigned texts, participating in discussion, writing papers, doing research, taking exams, and may include oral presentations.

3.4 Tentative texts and course materials: Will vary by topic but could include an anthology of early English literature, such as *The Longman Anthology of British Literature*, (Ed. David Damrosch, 2009) and/or a selection of individual works of fiction, drama, and poetry, depending on focus in any given semester.

4. Resources

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

5. Budget Implications

- 5.1 Proposed method of staffing: current graduate faculty
- 5.2 Special equipment needed: none

6. Implementation : 201030

7. Dates of review/approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form, Library Form

Proposal Date: 11/10/2009

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

Contact Person: Niko Endres, nikolai.endres@wku.edu, 745 5718

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 524
- 1.2 Course title: Studies in World Literature
- 1.3 Abbreviated course title: Studies in World Literature
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture and Seminar
- 1.6 Prerequisites: graduate standing
- 1.7 Course catalog listing: A study of world literature, ranging widely over historical periods (classical to modern) and geographical areas (Eastern and Western), including both canonical works and non-traditional literatures; topics will vary every semester. May be repeated once, for total of six credit hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: We are redesigning our graduate curriculum to make it more current, more flexible, and less restricted to American and British literature. The new course arrangement will also enable the graduate faculty to teach to their many strengths and will encourage them to stay abreast of trends in literary criticism and theory. This particular course adds a flexible international dimension, which has been lacking, to the curriculum. Overall, our new program will better serve our graduate students and be more competitive.
- 2.2 Projected enrollment in the proposed course: 15
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will complement our other literature offerings, such as Studies in American Literature and Studies in British Literature (which are being developed simultaneously), and it will add an alternative to the Western tradition.
- 2.4 Relationship of the proposed course to courses offered in other departments: Since the course is designed for graduate students in English and in education with emphasis in English, it will not duplicate offerings in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this one are standard offerings at universities nationwide in either English or comparative literature departments, for example, Cultural Backgrounds of Western Literature, Southern Illinois University; Readings in World Literature, University of Chicago; World Literary Topics, Stephen F Austin University; Seminar in World Literature, North Carolina State; Studies in Post Colonial Literature, Northwestern University.

3. Discussion of proposed course:

- 3.1 Course objectives: As a leading American university with an international reach, we need to expose our students to literatures outside their comfort zone. At the same time, students need to familiarize themselves with the foundations of their own culture, which is overwhelmingly derived from classical models. Because World Literature ranges widely over historical periods (classical to modern) and geographical areas (Eastern and Western) and because World Literature includes both canonical works and non traditional texts, the course offers a unique opportunity for multiple approaches. If not citizens of the world, students will be readers of the world.
- 3.2 Content outline: It will vary, depending on the particular focus each semester. The following are examples of possible content:

Model 1: Studies in Great Books of World Literature

Although the Western canon has been challenged, it can be profitably supplemented with non-Western texts and show a fascinating dialogue, where new approaches (e.g., feminist, non-Western, multicultural, postcolonial, queer) throw a different light on the classics of world literature. Divine Origins: *The Epic of Gilgamesh*, Hesiod's *Theogony*, Genesis, and Ovid's *Metamorphoses*; Tragic Entanglements: Aeschylus' *The Oresteian Trilogy*, Eugene O'Neill's *Mourning Becomes Electra* (movie), and Jean Paul Sartre's *The Flies*; Epic Adventures: Homer's *Odyssey*, James Joyce's *Ulysses*, and Derek Walcott's *Omeros*; Strange Transformations: Ovid's *Metamorphoses*, Franz Kafka's *The Metamorphosis*, Gabriel Garcia Marquez' *One Hundred Years of Solitude*, and Salman Rushdie, *The Satanic Verses*.

Model 2: Studies in Postcolonial World Literature

Postcolonial World Literature focuses on how the legacies of imperialism have shaped literature and culture from the mid-twentieth century to the present and fulfills a need for attention to global literature written in English. Texts focus on Africa, the Caribbean, Great Britain, South Asia, and the Pacific Rim, with attention to how these texts explore issues such as nationalism, war and violence, sexuality, gender, race, identity, and language. Joseph Conrad's *Heart of Darkness* will be paired with Chinua Achebe's *Things Fall Apart* and the movie *Apocalypse Now*. Other authors include Salman Rushdie, Wole Soyinka, Bessie Head, Michelle Cliff, Keri Hulme, and Eavan Boland. Theoretical works range from Edward Said, Stuart Hall, Gayatri Spivak, to Homi Bhabha.

Model 3: The Cultural Intersections of World Literature

This course revolves around the theme of cultural intersections, especially the adaptation of elements of a newer dominant culture into older cultural traditions. Texts include Salman Rushdie's *The Ground Beneath Her Feet*, Haruki Murakami's *Kafka on the Shore*, and Zhang ke Jia's *The World*. Discussion topics

will include the Oedipus complex, the (r)evolution of music, the subversion of hegemony, and film as the new medium of world literature.

3.3 Student expectations and requirements: Students will give class presentations, conduct independent research, write papers, take exams, and possibly give oral presentations.

3.3 Tentative texts and course materials: Several anthologies of world literature are available (Norton, Longman, Broadview) that can be supplemented with individual texts. Other anthologies that focus on specific aspects of World Literature may be appropriate, depending on the focus of the course any given semester. In addition, many materials can be downloaded for free.

4. Resources:

4.1 Library resources: adequate

4.2 Computer resources: adequate

5. Budget implications:

5.1 Proposed method of staffing: adequate with existing graduate faculty

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

English Department: 1/22/2010

Potter College Curriculum Committee 2/4/2010

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: 15 December 2009

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

Contact Person: Kelly Reames, kelly.reames@wku.edu, 5-5720

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 534
- 1.2 Course title: Studies in Genre
- 1.3 Abbreviated course title: Studies in Genre
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L and S
- 1.6 Prerequisites: Graduate standing.
- 1.7 Course catalog listing: Study of a particular genre, such as the novel, short stories, life writing, poetry, or drama. Topics will vary. May be repeated once, for total of six credit hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: We are redesigning our graduate curriculum to make it more current, more flexible, and less restricted to American and British literature. The new course arrangement will also enable the graduate faculty to teach to their many strengths and will encourage them to stay abreast of trends in literary criticism and theory. This particular course will give students the opportunity for in-depth study of a particular genre, including its characteristics and literary history as well as theoretical debates surrounding it. It will also provide instructors more flexibility in creating course topics, as the course is not limited to a particular time period or nationality.
- 2.2 Projected enrollment in the proposed course: 15
- 2.3 Relationship of the proposed course to courses now offered by the department: The English department is in the process of revising its graduate courses to increase flexibility and breadth. The only two current graduate courses that focus on a particular genre (ENG 530 The American Short Story and ENG 594 Contemporary Fiction) are limited by time period or country and will no longer be offered once the new courses are in place. The new course complements our other graduate offerings, which focus on one or more authors, or topics in various national literatures.
- 2.4 Relationship of the proposed course to courses offered in other departments: Because of its focus on literature and literary criticism, the proposed course does not significantly overlap with other courses offered in the university, though it

may complement courses in Folk Studies and/or History that cover the same historical period as the literature studied in any given semester.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses exist at many institutions, for example, Studies in Genre at American University, Comparative Studies in Genre at Northwestern, Genre Studies in African American Literature at the University of Louisville.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of the course, students will demonstrate an understanding of the characteristics, terminology, literary history, and theoretical debates surrounding a particular genre and its study.
- 3.2 Content outline: The content will vary by topic but will include texts in the genre as well as literary criticism about the genre. Possible topics include the Short Story, the African-American Novel, the Medieval Epic, Modern Drama, Biography, the Personal Essay, Lyric Poetry, Historiographic Metafiction and so forth.
- 3.3 Student expectations and requirements: Students requirements will include reading assigned texts, participating in discussion, writing papers (some with a research component), taking exams, and may include oral presentations.
- 3.4 Tentative texts and course materials: Will vary by topic but will include texts in the genre as well as literary criticism about the genre.

4. Resources:

- 4.1 Library resources: Current holdings are adequate.
- 4.2 Computer resources: Adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: Graduate faculty in the English department.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2010.

7. Dates of prior committee approvals:

English Department:

1/22/2010

Potter College Curriculum Committee

2/4/2010

Professional Education Council

Graduate Council

University Senate

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: 2 November 2009

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 530
- 1.2 Course title: American Short Story
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in Genre.

3. Effect of course suspension on programs or other departments, if known: This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 553
- 1.2 Course title: Studies in Restoration & 18th C. Literature
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in British Literature.

3. Effect of course suspension on programs or other departments, if known: This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 5 November 2009

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 571
- 1.2 Course title: British Masterpieces in the Classroom
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum, and this course no longer fits in with our plan. The material covered in this course will be variously covered in other existing or proposed courses.

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

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 5 November 2009

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 572
- 1.2 Course title: American Masterpieces in the Classroom
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum, and this course no longer fits in with our plan. The material covered in this course will be variously covered in other existing or proposed courses.

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

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 579
- 1.2 Course title: Studies in Victorian Literature
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in British Literature.

3. Effect of course suspension on programs or other departments, if known: This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 583
- 1.2 Course title: Shakespeare II
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Seminar in British Writers.

3. Effect of course suspension on programs or other departments, if known: This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 591
- 1.2 Course title: American Romanticism
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in American Literature.

3. Effect of course suspension on programs or other departments, if known: This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 594
- 1.2 Course title: Contemporary Fiction
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in World Literature or Studies in American Literature.

3. Effect of course suspension on programs or other departments, if known: This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2 November 2009

**Potter College of Arts and Letters
Department of English
Proposal to Suspend a Course
(Consent Item)**

Contact Person: karen.schneider@wku.edu 5-3046

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 595
- 1.2 Course title: Postcolonial Literature and Theory
- 1.3 Credit hours: 3

2. Rationale for the course suspension: We are revising our graduate curriculum to make it more current and more flexible. The material in this course will be covered periodically in one of the newly developed courses, e.g. Studies in World Literature.

3. Effect of course suspension on programs or other departments, if known: This course is not a part of any other university program. Its suspension should have no effect outside of the English department.

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department:	<u>1/22/2010</u>
Potter College Curriculum Committee	<u>2/4/2010</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 5 January 2010

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

Contact Person: Karen.schneider@wku.edu 5-3046

1. Identification of program:

- 1.1 Current program reference number: 067
- 1.2 Current program title: M.A. English
- 1.3 Credit hours: 30

2. Identification of the proposed program changes: Deletion of nine narrowly defined 500 level literature courses and addition of four more flexibly designed 500 level literature courses, with no change in distribution requirements (six hours of British literature and six hours of American literature) or number of hours.

Our M.A. has five possible tracks (literature, TESL, composition and rhetoric, creative writing, and teaching). The only track that will be substantially affected is literature, which requires either 24 hrs of literature chosen from a number of restricted electives or 18 hrs of literature (again, restricted electives) and a thesis (6 hrs). The program change entails modifying the list of restrictive electives. Both the TESL and the Creative Writing tracks require one elective, which may or may not be literature. No requirement for any track is being changed—only the possible electives at the 500 level. (Our curriculum includes a number of 400 level literature electives; these are not being changed.)

3. Detailed program description:

Restricted Literature Electives
~~ENG 530 American Short Story~~
~~ENG 553 Studies in Restoration & 18th
Century Literature~~
~~ENG 571 British Masterpieces in the
Classroom~~
~~ENG 572 American Masterpieces in
the Classroom~~
~~ENG 579 Studies in Victorian Literature~~
~~ENG 583 Shakespeare II~~
ENG 586 Seminar in British Writers
~~ENG 591 American Romanticism~~
~~ENG 595 Postcolonial Literature and
Theory~~
~~ENG 594 Contemporary Fiction~~

Restricted Literature Electives
ENG 504 Studies in American Lit
ENG 514 Studies in British Lit
ENG 524 Studies in World Lit
ENG 534 Studies in Genre
ENG 586 Seminar in British Writers
ENG 596 Seminar in Amer. Writers
ENG 597 Special Topics in English
ENG 598 Advanced Directed Study
ENG 599 Thesis Research/Writing

ENG 596 Seminar in American Writers
ENG 597 Special Topics in English
ENG 598 Advanced Directed Study
ENG 599 Thesis Research and Writing

Note: The structure of our M.A. in English is unchanged. The requirements for each track remain the same. The only change, as reflected in the above program details, is in the design of a number of the restricted electives available to students in (almost exclusively) the literature track.

4. Rationale for the proposed program change: The goals are several: to update the literature curriculum; to eliminate redundancy (overlap with 400G courses); to make the program more coherent, comprehensive, and flexible, and therefore more attractive to prospective students; to be able to take full advantage of the graduate faculty's expertise; and to better prepare our students for further graduate study.

5. Proposed term for implementation and special provisions (if applicable): 201030

6. Dates of prior committee approvals:

English Department (graduate faculty): 1/22/2010

PCAL Curriculum Committee 2/5/2010

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Program Inventory Form