

**UNIVERSITY CURRICULUM COMMITTEE
WESTERN KENTUCKY UNIVERSITY**

REPORT TO THE SENATE:

DATE: **October 9, 2006**
FROM: **Julie Shadoan, Chair**

The University Curriculum Committee submits the following items from the September 28, 2006, meeting for approval by the University Senate:

NOTE: Proposals marked with an asterisk were action items by the UCC, and are, therefore, consent items for the Senate. All other items are information items only.

A. Gordon Ford College of Business:

1. Revise Course Pre-requisite:

 FIN 439, Security Analysis
 FIN 449, Practicum in Portfolio Management
2. Revise Program:

 REF #664, Finance*

B. Potter College of Arts & Letters:

1. One-Time Course Offering:

 JAPN 107, Elementary Readings in Japanese, Cont.
 MLNG 445, Topics in Modern Languages
 RELS 316, Comparing East Asian Saints
2. Revise Course Pre-requisite:

 JOUR 323, News Editing
3. Revise Course Catalog Listing:

 ART 220, Ceramics
4. Suspend Course:

 ART 320, Ceramics
5. Delete Course:

ENG 458, Modern British Novel

6. Make Multiple Course Revisions:

ART 321, Ceramics*

7. Create Course:

ENG 457, Modern British Literature*

HIST 340, History of Western Popular*

HIST 447, History of American Popular*

HON 404, Honors Capstone Experience/Thesis*

8. Revise Program:

REF # 514, Bachelor of Fine Arts*

REF # 547, English & Allied Language Arts*

C. Ogden College of Science and Engineering:

1. One-time Only Course:

CE 378, Route Surveying

CE 379, Route Surveying Lab

PHYS 218, Intro. To Data Acquisition

2. Revise Course Pre-requisite:

GEOG 391, Data Analysis

MATH 227, Calculus

ASTR 414, Astrophysics

PHYS 330, Thermodynamics

PHYS 460, Solid State Physics

PHYS 470, Nuclear Physics

PHYS 480, Quantum Mechanics

3. Delete Course:

CE 480, Surveying III

CE 481, Surveying III Lab

4. Revise Course Title:

CE 160, Surveying I

CE 161, Surveying I Lab

CE 380, Surveying II
CE 381, Surveying II Lab

5. Revise Program Title:

REF # 517, Applied Technology

6. Create Course:

HORT 209, Introduction to Floral Design*
HORT 309, Advanced Floral Design*
CM 326, Construction Law*
CM 346, Applied Soil Mechanics*
CE 378, Route Surveying*
CE 379, Route Surveying Lab*
GEOG 325, Meteorological Instrumentation*

7. Revise Program:

REF # 533, Construction Management*
REF # 405, Minor in Land Surveying*
REF # 674, Geography Major*

8. New Certificate Program:

REF # ____, Certificate in Land Surveying*

D. College of Health and Human Services:

1. Revise prior course approved:

NURS 316, Mental Health Nursing
NURS 328, Medical-Surgical Nursing I
NURS 414, Nursing Care of Women
NURS 428, Medical Surgical Nursing II

2. Revise Course Prerequisites:

HCA 340, Health Care Organization
HCA 343, Quality Management for Healthcare
HCA 344, Health Systems Management
HCA 345, Long-Term Care Admin.
HCA 383, Statistical Applications in Health Care
HCA 441, Legal Aspects/Health Care
HCA 442, Principles and Methods of Health Planning

HCA 446, Health Care Informatics
HCA 447, Information Systems Laboratory
HCA 448, Health Care Analysis and Evaluation
PH 383, Biostatistics in the Health Sciences

3. Create Course:

DH 115, Independent Clinical Study*

4. Exception to Academic Policy:*

E. College of Education and Behavioral Sciences:

1. Revise Course Prerequisites:

PSY 424, Topics in Developmental Psychology
PSY 432, Psychology of the Gifted and Creative
PSY 450, Introduction to Personality Theories

2. Create Course:

EDU 175, Univ. Experience – Education*
IECE 322, Curriculum and Instruction for Diverse Learners*
IECE 323, Positive Behavioral Supports with Young Children*
IECE 325, Partnerships with Families*
IECE 326, Math & Science Across the Early Childhood*
IECE 421, Adv. Curriculum and Instruction for Infants*
IECE 423, Interdisciplinary Services for Young Children*
LTCY 310, Early Reading*

3. Multiple Revisions to Course:

IECE 420, Family Supports and Services*
IECE 493, Adv. Assessment of Young Children*
IECE 494, Adv. Curriculum Development for Young Children*

4. Revise Program:

REF # 526, Interdisciplinary Early Childhood Educ.*

Gordon Ford College of Business
Western Kentucky University
Office of the Dean
745-6311

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

Date: September 15, 2006

FROM: Gordon Ford College of Business Curriculum Committee

The Gordon Ford College of Business Curriculum Committee submits the following items for consideration:

Type of Item	Description of Item and Contact Information
Consent	Proposal to Revise Course Prerequisite (FIN 439) Contact: Dr. Christopher Brown Christopher.brown@wku.edu Phone: 5-8858
Consent	Proposal to Revise Course Prerequisite (FIN 449) Contact: Dr. Christopher Brown Christopher.brown@wku.edu Phone: 5-8858
Action	Proposal to Revise a Program – Ref # 664 (Change in Admission requirement) Contact: Dr. Christopher Brown Christopher.Brown@wku.edu Phone: 5-8858
Action	Proposal to Revise a Program – Ref # 723 (Change in Program Title) Contact: Dr. Zubair Mohamed Zubair.mohamed@wku.edu Phone: 5-6360 PULLED FROM AGENDA BY PROPONENT

Proposal Date: 3/8/06

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

Contact Person: Chris Brown e-mail: Christopher.brown@wku.edu
Phone: x58858

1. Identification of course

1.1 Course prefix: FIN 439

1.2 Course title: Security Analysis and Portfolio Management

1.3 Credit hours: 3

2. Current Prerequisites:

Fin 332

3. Proposed Prerequisites:

Completion of FIN 332 with a grade of "C" or better.

4. Rationale for revision of course prerequisites:

Students earning below a "C" in FIN 332 are not adequately prepared for the material covered in FIN 439. This course is an advanced investment analysis course. It is critical that students entering this class have a solid foundation from FIN 332.

5. Effect on completion of major/minor sequence:

None.

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Finance Department 2/3/06

GFCOB Curriculum Committee 3/16/06

University Curriculum Committee 9/28/06

University Senate

Attachment: Course Inventory Form

Proposal Date 3/8/06

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

Contact Person: Chris Brown e-mail: Christopher.brown@wku.edu
Phone: x58858

1. Identification of course

1.1 Course prefix: FIN 449

1.2 Course title: Practicum in Portfolio Management

1.3 Credit hours: 3

2. Current Prerequisites:

Fin 332

3. Proposed Prerequisites:

Completion of FIN 332 with a grade of "C" or better and permission of instructor.

4. Rationale for revision of course prerequisites:

Students earning below a "C" in FIN 332 are not adequately prepared to conduct the analysis of investments required in FIN 332. This course is a hands-on advanced investment analysis course. Students are responsible for managing a portfolio of investments funded by the Tennessee Valley Authority. It is critical that students entering this class have a solid foundation from FIN 332.

5. Effect on completion of major/minor sequence:

None.

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Finance Department 2/3/06

GFCOB Curriculum Committee 3/16/06

University Curriculum Committee _____9/28/06_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 3/8/06

**Gordon Ford College of Business
Department of Finance
Proposal to Revise A Program**

Contact Person: Chris Brown e-mail: Christopher.brown@wku.edu
Phone: x5-8858

1. Identification of program

- 1.1 Title: Finance major
- 1.2 Reference number: 664
- 1.3 Required hours for program: 128

2. Identification of the proposed change

The Finance program is changing its admissions requirements to put more emphasis on the courses that are most vital to the success of Finance students.

3. Detailed program description

Current Admission Requirements	Proposed Admission Requirements
Applicants seeking admission to the Finance program must: 1. Be admitted to the Gordon Ford College of Business.	Applicants seeking admission to the Finance program must: 1. Be admitted to the Gordon Ford College of Business. 2. Complete ACCT 200 and 201, ECON 202, 203 and 206 and MATH 116 with a minimum GPA of 2.25, or earn a grade of “B” or higher in FIN 330. 3. Submit an application to the Department of Finance.

4. Rationale for proposed program revisions:

The Finance major requires students to have significant quantitative skills and a good understanding of Accounting and Economics. The Finance program is modifying its admission requirements to insure that students entering the program have the skills necessary to successfully complete the program.

5. Date of implementation: Spring 2007

6. Prior committee approvals:

Finance Department _____ 2/3/06 _____

GFCOB Curriculum Committee _____ 3/16/06 _____

University Curriculum Committee _____ 9/28/06 _____

University Senate _____

Attachment: Program Inventory Form

Potter College of Arts & Letters
Western Kentucky University
745-2345

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

Date: September 28, 2006

The Potter College of Arts & Letters submits the following items for consideration:

Type of Item	Description of Item & Contact Information
Information	One-Time Only Course Offering (Fall 2006) JAPN 107 Elementary Readings in Japanese Continued Contact: Carol Wilkerson Carol.Wilkerson@wku.edu x 52401
Information	One-Time Only Course Offering (Spring 2007) MLNG 455 Topics in Modern Languages: Second Language Acquisition Contact: Carol Wilkerson Carol.Wilkerson@wku.edu x 52401
Information	One-Time Only Course Offering (Spring 2007) RELS 316 Comparing East Asian Saints Contact: Arvin Vos Arvin.Vos@wku.edu x 53136
Consent	Revise Prerequisites JOUR 323 News Editing Contact: Jo-Anne Ryan Jo-Anne.Ryan@wku.edu x 53828
Consent	Revise course catalog listing ART 220 Ceramics Contact: Brent Oglesbee Brent.Oglesbee@wku.edu x 55892
Consent	Suspend course ART 320 Ceramics Contact: Brent Oglesbee Brent.Oglesbee@wku.edu x 55892
Consent	Delete Course ENG 458 Modern British Novel Contact: Elizabeth Weston Elizabeth.Weston@wku.edu x 56348
Action	Make multiple revisions to a course ART 321 Ceramics Contact: Brent Oglesbee Brent.Oglesbee@wku.edu x 55892
Action	Create Course

	ENG 457 Modern British Literature Contact: Elizabeth Weston Elizabeth.Weston@wku.edu x 56348
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Action	Create Course HIST 340 History of Western Popular Culture After 1450 Contact: Eric Reed Eric.Reed@wku.edu x 55732
Action	Create Course HIST 447 History of American Popular Culture Contact: Anthony Harkins Anthony.Harkins@wku.edu x 53149
Action	Create Course JAPN 103 Elementary Japanese III Contact: Carol Wilkerson Carol.Wilkerson@wku.edu x 52401 VOLUNTARILY WITHDRAWN FOR REVISIONS BY PROPONET
Action	Create Course HON 404 Honors Capstone Experience/Thesis Contact: Patricia Minter Patricia.Minter@wku.edu x 55098 PROPONET NOT PRESENT – SENT BACK BY COMMITTEE
Action	Revise Program 514 Bachelor of Fine Arts Contact: Brent Oglesbee Brent.Oglesbee@wku.edu x 55892
Action	Revise Program 547 English & Allied Language Arts Contact: Alex Poole Alex.Poole@wku.edu x 55780

Proposal Date: 4/28/2006

**Potter College Of Arts & Letters
Department of School Of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Jo-Anne Ryan e-mail: jo-anne.ryan@wku.edu Phone: -53828

1. Identification of course

- 1.1 Course prefix (subject area) and number: JOUR 323
- 1.2 Course title: News Editing
- 1.3 Credit hours: 3

2. Current prerequisite requirements:

Pre-reqs : **JOUR 201, 202, 321**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites : **JOUR 202**

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

The News/Editorial program faculty is in the process of a complete curriculum review. Changing the prerequisites for JOUR 323 is the first phase of modification and will improve the sequence of coursework so students will build a foundation in writing and editing before taking public affairs reporting.

JOUR 323-News Editing is the first editing class in the sequence and should be taken before JOUR 321-Public Affairs Reporting, which is an upper-division news writing course that demands more accomplished editing skills.

JOUR 201-Media and Society is a mass media theory class and not directly related to the news writing-editing skills sequence. It should not be a prerequisite for a skills class such as JOUR 323-News Editing.

5. Effect on completion of major/minor sequence: This will ease the chain of prerequisite classes in the news writing-editing skills sequence by one class, which could potentially reduce time needed to complete the major/minor.

6. Proposed term for implementation: spring 2007

7. Dates of prior committee approvals:

SJ&B Curriculum Committee

4/28/06

Journalism & Broadcasting Department/Division

4/28/2006

PCAHSS Curriculum Committee

9/7/06

University Curriculum Committee

University Senate

Attachment: [Course Inventory Form](#)

Proposal Date: 3/15/05

**Potter College of Arts, Humanities and Social Sciences
Department of Art
Proposal to Revise Catalog Course Listing
(Consent Item)**

Contact Person: Brent Oglesbee e-mail: brent.oglesbee@wku.edu Phone: 5-5892

1. Identification of course

- 1.1 Course prefix (subject area) and number: ART 220
- 1.2 Title: Ceramics
- 1.3 Credit hours: 3

2. Current catalog course listing:

Introductory ceramic procedures in hand-building and glazing techniques.

3. Proposed catalog course listing:

An introduction to ceramic art forming and glazing techniques.

4. Rationale for the revision of catalog course listing:

The current course description is more restrictive than is appropriate for an introductory techniques course. The description change better matches the variety of methods that students may experience in this course.

5. Proposed term for implementation: Spring 2007

6. Dates of prior committee approvals:

Art Department/Division	_____ 3/27/06 _____
PCHSS Curriculum Committee	_____ 4/6/06 _____
Professional Education Council	_____ 4/12/06 _____
University Curriculum Committee	_____ _____
University Senate	_____ _____

Attachment: [Course Inventory Form](#)

Proposal Date: 3/15/06

**Potter College of Art, Humanities and Social Sciences
Department of Art
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Brent Oglesbee e-mail: brent.oglesbee@wku.edu Phone: 5-5892

1. Identification of course

- 1.1 Course prefix (subject area) and number: ART 320
- 1.2 Course title: Ceramics
- 1.3 Credit hours: 3

2. Rationale for the course suspension:

Wheel-thrown pottery techniques, along with others, can be successfully introduced to beginning ceramic students in ART 220. Being specific to one method at a time as the course currently requires unnecessarily congests the student's movement through the ceramics curriculum. It also burdens the instructor with having to teach multi-level (introductory and advanced) classes at the same time to meet enrollment quotas.

3. Effect on programs or other departments, if known: none

4. Proposed term for implementation: Spring 2007

5. Dates of prior committee approvals:

Art Department	<u>3/27/06</u>
PCAHSS Curriculum Committee	<u>4/6/06</u>
University Curriculum Committee	<u></u>
University Senate	<u></u>

Attachment: [Course Inventory Form](#)

Proposal Date: 2/20/2006

**Potter College of Arts, Humanities and Social Science
Department of English
Proposal to Delete a Course
(Consent Item)**

Contact Person: Elizabeth Weston e-mail: elizabeth.weston@wku.edu Phone: 5- 6348

1. Identification of course

- 1.1 Course prefix (subject area) and number: ENG 458
1.2 Title: Modern British Novel
1.3 Credit hours: 3 hours credit

2. Rationale for the course deletion:

We propose deleting this course, to be replaced with the new Modern British Literature course, which will cover similar material, yet with the inclusion of poetry and drama, along with fiction.

3. Effect on other departments, if known:

None

4. Proposed term for implementation: Spring 2007

5. Dates of prior committee approvals:

English Department/Division	<u>3/10/2006</u>
PCAHSS Curriculum Committee	<u> </u>
University Curriculum Committee	<u> </u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: 3/15/06

**Potter College of Arts, Humanities and Social Sciences
Department of Art
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Brent Oglesbee e-mail: brent.oglesbee@wku.edu Phone: 5-5892

1. Identification of Course

- 1.1 Course prefix (subject area) and number: ART 321
- 1.2 Course title: Ceramics
- 1.3 Credit hours: 3

2. Revise course prerequisites

- 2.1 Current: ART 320
- 2.2 Proposed prerequisite: ART 220
- 2.3 Rationale for revision of course prerequisite:
The use of ART 320 as a prerequisite suggests pottery-wheel techniques are the only ones appropriate for upper division course work in ceramics. This is not true, hand building and wheel throwing techniques can be successfully introduced to beginner level students. Therefore ART 220 Ceramics with its survey of techniques is an appropriate prerequisite for ART 321.
- 2.4 Effect on completion of major/minor sequence: This change of prerequisites should streamline ceramic major's progress through the curriculum sequence.

3. Revise catalog course listing

- 3.1 Current catalog course listing:
This course emphasizes and requires advanced performances in pottery-wheel techniques in creative form concepts and evidence of a particular talent in ceramic art.
- 3.2 Proposed catalog course listing:
This courses emphasizes forming techniques that complement the talents and concepts of intermediate level ceramic art students.
- 3.3 Rationale for revision of catalog course listing:
The current course description is more restrictive than is appropriate. The description change allows intermediate students to focus on methods of forming that match their intent.

4. Proposed term for implementation: Spring 2007

Dates of prior committee approvals:

Art Department	<u>3/27/06</u>
PCAHSS Curriculum Committee	<u>4/6/06</u>
University Curriculum Committee	<u> </u>
University Senate	<u> </u>

Attachment: [Course Inventory Form](#)

**Potter College of Arts, Humanities and Social Science
Department of English
Proposal to Create a New Course
(Action Item)**

Contact Person: Elizabeth Weston e-mail: elizabeth.weston@wku.edu Phone: 5-6348

1. Identification of proposed course

- 1.1 Prefix and number: ENG 457
- 1.2 Title: Modern British Literature
- 1.3 Abbreviated title: Modern British Literature
- 1.4 Credit hours and contact hours: 3 hours credit; 3 hours contact
- 1.5 Type of course: S (Seminar)
- 1.6 Prerequisites: English 100 and 200 or another course in Gen. Ed. cat B1
Additional Prerequisites: none
- 1.7 Catalog course listing:
A study of twentieth-century British literature with emphasis on modernism, including fiction, poetry, and drama; focus on innovations in literary form and cultural context.

2. Rationale

- 2.1 Reason for developing the proposed course:
We propose the creation of this course in Modern British Literature (and the subsequent deletion of the existing undergraduate Modern British Novel and graduate Modern British Poetry course) to fulfill a need for a course on British Modernism that covers modern British poetry and drama as well as fiction. Fully understanding modernism in literature requires the exploration of poetic and dramatic innovations as well as those in fiction.
- 2.2 Projected enrollment in the proposed course:
20 students, 12 undergraduate and 8 graduate, as based on usual enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course will replace the existing Modern British Novel course, and will mesh more logically with the courses that precede it chronologically (Modern British Poetry is currently taught only at the graduate level, leaving a gap in our undergraduate curriculum). The Romantic Movement and Literature of the Victorian Age are both multi-genre courses, so adding this course will add coherency to the structure of the undergraduate literary curriculum.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Though this is a literature course, because it explores an artistic movement in relation to its cultural context, it may also be of interest to students of twentieth-century art and culture in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Courses in British Modernism are fairly standard. Many benchmark institutions offer courses on modern British literature; for instance Indiana State University

offers Twentieth Century Literatures in English, Youngstown State University offers a two-part version consisting of Early 20th-Century British Studies and British Literature from WW II to the Present, and Western Illinois University offers Studies in Twentieth-Century British Literature.

3. Discussion of proposed course

3.1 Course objectives:

The course objectives are as follows: to explore British modernism as a literary period with attention to its cultural context, to expand students' analytical skills by studying twentieth-century experimentation with literary form, to understand modernism's cultural and literary legacy by studying what follows it (as time permits), and to help students continue working on critical thinking and writing skills through this course's content.

3.2 Content outline:

This course will cover these time periods: the early twentieth-century, World War I, between the two world wars, and post 1945. It will cover fiction, drama, and poetry, and may use either chronology or genre as its major organizing principle. It will also include an overview of relevant literary theory, drawn from areas such as poststructuralist, feminist, psychoanalytic theory, or New Criticism, among others.

3.3 Student expectations and requirements:

Student learning will be evaluated through analytical and research essays, exams, reading quizzes or responses, and participation, possibly including an online discussion forum.

3.4 Tentative texts and course materials:

The Norton Anthology of Modern and Contemporary Poetry, Third Edition, Volume 1: Modern Poetry. Ed. Jahan Ramazani, Richard Ellmann, and Robert O'Clair. New York: W. W. Norton & Company, 2003.
Selected novels, short stories, plays, and essays in literary theory

4. Resources

4.1 Library resources:

The library has adequate resources (see attached form).

4.2 Computer resources:

Existing English Department resources

5. Budget implications

5.1 Proposed method of staffing:

Existing English Department faculty

5.2 Special equipment needed:

none

5.3 Expendable materials needed:

none

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: Spring 2007

Dates of prior committee approvals:

English Department/Division	3-10-06
PCAHSS College Curriculum Committee	4-6-06
University Curriculum Committee	9-28-06
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 7/20/2006

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

Contact Person: Eric Reed
e-mail: eric.reed@wku.edu Phone: 5-5732

1. *Identification of proposed course*

- 1.1 Prefix and number: HIST 340
- 1.2 Title: History of Western Popular Culture After 1450
- 1.3 Abbreviated title: Western Pop Cult Since 1450
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: History 119 or History 120, or permission of instructor
Additional Prerequisites: None
- 1.7 Catalog course listing:
Examines popular culture in the Western World from the invention of the Gutenberg printing press to the present, focusing especially on how popular culture evolved in reaction to social, economic, political, and technological change and from local, national, trans-Atlantic and global perspectives. Students engage the questions, debates, methods, and approaches of popular culture history.

2. *Rationale*

- 2.1 *Reason for developing the proposed course:*
Students will develop an understanding of the evolution of western popular culture. Students have expressed interest in taking such a course, and enrollments have been strong in popular culture history courses offered by the History Department. This course was taught successfully as a one-time, honors-only offering in the spring semester 2005. Many other schools offer similar courses. This course will allow faculty to incorporate their popular culture history research into their classroom teaching.
- 2.2 Projected enrollment in the proposed course:
30-35 students, based on enrollment in the one-time offering of this course and on enrollments in other permanent and one-time popular culture courses offered by the the department.
- 2.3 Relationship of the proposed course to courses now offered by the department:
HIST 492: 1492 and the Atlantic World: The Intersection of Cultures. This course stops its analysis around the year 1800 and focuses narrowly on geographical areas affected by the Atlantic ocean and trans-Atlantic exchanges.

HIST 391: History of Sport. Some sport-related topics from this class will be covered in the proposed course, but the thematic, geographic, and chronological scope of the proposed course is much broader.

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

GEOG 110: World Regional Geography. ("A general survey of the political, social, and ecological systems of the world. The course is concerned with the complexity and diversity of world peoples and cultures.") This course has a far broader geographic scope, as well as generally a narrower focus on contemporary themes, than the proposed course.

GEOG 430: Cultural Geography. (Examines "culture as it relates to geographic landscape.") Focuses much more narrowly on how landscape determines culture, which is only a small component of the proposed course.

FLK 371: Urban Folklore. ("Varieties and characteristics of urban American folklore with emphasis on legends, customs, beliefs, and other lore of today's regional, occupational, and ethnic groups.") This course focuses more narrowly on folklore of American cities than the proposed course.

FLK 375: Supernatural Folklore. ("An investigation of traditional beliefs concerning unverifiable phenomena, including superstition, traditional healing, divination, and witchcraft. Current historical, philosophical, anthropological and folkloristic theories are covered.") Popular views and experiences of witchcraft, superstition, and the supernatural are a component of the proposed course, but the proposed course will also address a much wider variety of social, political, and cultural facets of popular culture.

BCom 300: American Popular Arts. ("Provides a balanced and comprehensive coverage of the major manifestations of popular mass-mediated arts. . . . Areas to be investigated in detail include movies, popular music, magazines, books, television, radio and related communication channels.") This course focuses more narrowly on contemporary American media and technology than the proposed course.

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

Many institutions offer similar courses, including:

University of North Texas (History 4370)

University of Virginia (History 304)

Bowling Green State University (has an entire department of popular culture)

University of California-Irvine (History 142, History 190E)

Syracuse University (History 201)

Cameron University (History 4963)

Northeastern University (History 1146)

SUNY-Plattsburgh (History 335)

Georgia College and State University (History 4285)

Ithaca College (History 275)

Purdue University (History 326)

3. *Discussion of proposed course*

3.1 Course objectives:

By the end of the course, students will better understand how and why Western popular culture changed over time in reaction to historical trends. Students will also develop an understanding of the methods, approaches, debates, and theories of popular culture history.

3.2 Content outline:

Teaching unit topics will include:

What Is Popular Culture? Definitions, Approaches, Theories, and Methods

Elite and Non-Elite Culture: Printing, Reading, and Storytelling

The World of Carnival in Early Modern Western Civilization

Violence, Vice, and Attempts to Reform Popular Culture in Early Modern Western Civilization

Witchcraft, Religion, and Modern Reason

Protest Culture and Politicization in the Era of the American and French Revolutions

The Industrial Revolution as a Cultural Turning Point

Mass Culture and Ritual in the Industrial Era: Bicycling and the Tour de France Bicycle Race

Consumer Culture and Space: The Department Store

Urban Communities, Leisure, and Entertainment: Baseball and Soccer

Sport Heroes, Mass Media, and Spectatorship

Suburban Society, Automobility, and Travel Culture

Hollywood Movies and the Question of Cultural "Americanization"

Western Popular Culture in a Global Context

3.3 Student expectations and requirements:

Students will attend lectures, participate in class discussions, complete examinations, write essays, and/or engage in research projects.

3.4 Tentative texts and course materials:

Peter Burke, *Popular Culture in Early Modern Europe*. [Revised Edition]
London: Ashgate Publishing, Limited, 1994.

Gary Cross, *A Social History of Leisure Since 1600*. State College, PA: Venture Publishing, Inc, 1990.

Laura Hillenbrand, *Seabiscuit: An American Legend*. [paperback edition.]
Random House, 2002.

C. Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Baltimore: Johns Hopkins University Press, 1980.

Ernest Hemingway, *The Sun Also Rises*. [reissue paperback edition] New York: Scribner, 1995.

Other materials such as scholarly articles and primary source documents will be included in a course reader.

4. **Resources:**

4.1 Library resources:

Library resources are adequate. See attached Library Resources Form.

4.2 Computer resources:

None required.

5. **Budget implications**

5.1 Proposed method of staffing:

Assign course as part of normal course load to full-time faculty.

5.2 Special equipment needed: None.

5.3 Expendable materials needed: None.

5.4 Laboratory supplies needed: None.

6. **Proposed term for implementation: Spring 2007**

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

History Department/Division _____ August 21, 2006

PCAHSS College Curriculum Committee _____ Sept. 7, 2006

University Curriculum Committee _____ Sept. 28, 2006

University Senate _____

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 8/1/2006

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

Contact Person: Anthony Harkins e-mail: anthony.harkins@wku.edu Phone: 5-3149

1. Identification of proposed course

1.1 Prefix and number: HIST 447

1.2 Title: History of American Popular Culture

1.3 Abbreviated title: History of Amer. Pop. Culture

1.4 Credit hours and contact hours: 3

1.5 Type of course: L (Lecture)

1.6 Prerequisites: HIST 119 or HIST 120 or permission of instructor

Additional <select one> :

1.7 Catalog course listing:

Introduction to the central role popular culture has played in United States history and consciousness from the nineteenth century to the present.

2. Rationale

2.1 Reason for developing the proposed course:

The course will help students recognize the importance of popular culture in American and world history, particularly in the modern era. With its interdisciplinary approach considering the history of (among other topics) art, music, advertising, journalism, film, and television, this course allows students to intersect many strands of the arts and humanities. Equally important, this class will help students develop their critical reasoning and writing skills through readings, lectures, in class discussions and presentations, and a variety of written assignments. This course was offered as a one-time offering in F2005 and fills an important gap in the History Department and WKU's offerings.

2.2 Projected enrollment in the proposed course:

25 students. The course filled when offered in F2005 and with its interdisciplinary emphasis, it is likely to attract students from Journalism, Broadcasting, Communication, English, Folk Studies and Anthropology, Art History, and Political Science as well as History.

2.3 Relationship of the proposed course to courses now offered by the department:

This course will add to other more chronologically-specific and thematically-diverse upper level courses in American History including HIST 347 (American Social History since 1800), HIST 444 (Gilded Age America), HIST 348 (United States, 1900-1945) and HIST 349 (United States since 1945) as well as HIST 320 and 321 (American Studies I, American Studies II). It also will complement the growing number of courses in the department examining popular culture across time and space including HIST 490 Special Topics Courses in "European Popular Culture" and "Chinese Popular Culture" and HIST 420 (History of Sexuality).

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

The proposed course will help students historicize and broaden their understanding of the topic, recognizing both similarities and differences between contemporary popular culture and its earlier forms and between various popular media. It will also help them understand the long trajectories of consumerism, technology, and debates over individual and group identity. Many of the non-history majors who took the course in F2005 felt the course served exactly this purpose for them. As such, it will complement other departments' courses examining present-day uses and meanings of popular culture and mass media or the institutional history of a particular medium including Broadcast Communication (BCOM 300 "American Popular Arts", BCOM 401 "History of Broadcasting in America"), Journalism (JOUR 201 "Media and Society", JOUR 421 "American Press History"), Folk Studies and Anthropology (FLK 371 "Urban Folklore," FLK 373 "Folklore and the Media," ANTH 448 "Visual Anthropology"), Art (ART 303 "Twentieth Century Art") and English (ENG 366 "History of Narrative Film").

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

The serious study of American popular culture has mushroomed in the past 20 years, as more and more institutions recognize the importance of examining American entertainment and leisure as reflections of how Americans historically and presently see themselves and their place in the world. Dozens of colleges and universities now offer History of American Popular Culture courses, including some of Western's benchmark institutions such as Appalachian State University, Ball State University, Bowling Green State University (that offers a major and graduate courses in the subject), University of Northern Illinois and West Chester University. Well known institutions that offer American popular culture history courses and concentrations in popular culture include Iowa State University, the University of North Carolina-Chapel Hill, the University of Virginia, and the University of California-Berkeley.

3. Discussion of proposed course

3.1 Course objectives:

Students will:

- analyze the central role of popular culture in the transformation of America from a Victorian to a modern to a post-modern society
- explore historical debates over the definition and nature of popular culture and its effect on audiences and society
- consider the way culture provides an often seemingly apolitical site for highly charged political debates over the meaning of individual and national identity as well as the categories of race, ethnicity, class, and gender
- develop their skills of reading, thinking and writing critically

3.2 Content outline:

- What is Popular Culture and Popular Culture History
- The Late Victorian World (1865-1900)
- The Shock of the New: Modernism (1900-1929)

- Culture of Crisis: Great Depression and World War II (1929-1945)
- Cold War Culture: The Perils of Affluence (1945-1970)
- The Emergence of Postmodern Culture (1970-2000)

3.3 Student expectations and requirements:

Class attendance and participation in weekly discussion sessions, critical reviews, exams and a primary source-based research paper.

3.4 Tentative texts and course materials:

- Kathy Peiss, Cheap Amusements - Working Women and Leisure in Turn-of-the Century New York (Temple, 1986)
- Roland Marchand, Advertising the American Dream - Making Way for Modernity, 1920-1940 (Univ. of California Press, 1985)
- Susan Douglas, Where the Girls Are- Growing Up Female with the Mass Media (Times Books/Random House, 1995)
- In addition, students will read numerous article- and chapter-length primary and secondary readings

4. Resources

4.1 Library resources:

The Library has adequate resources for this course (see attached Library Resources Form)

4.2 Computer resources:

Existing resources are sufficient

5. Budget implications

5.1 Proposed method of staffing:

Current faculty

5.2 Special equipment needed:

None required

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: Spring, 2007

7. Dates of prior committee approvals:

History Department/Division _____ August 21, 2006

PCAHSS College Curriculum Committee _____ September 7, 2006

University Curriculum Committee _____ Sept. 28, 2006

University Senate _____

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 3/2/06

Potter College of Arts, Humanities and Social Sciences
Department of Art
Proposal to Revise a Program
Action Item)

Contact Person: Brent Oglesbee e-mail: brent.oglesbee@wku.edu Phone: 5-5892

1. Identification of program

1.1 Reference Number: 514

1.2 Current Program Title: Bachelor of Fine Arts

1.3 Credit hours: 87

2 .Identification of the proposed changes:

- Delete ART 490 Special Problems and ART 405 Theory and Criticism as requirements of the Studio Concentration.
- Reduce Basic Studio requirements of the Graphic Design Concentration from 4 classes to 3, and make ART 440 Drawing or ART 431 Illustration, alternative selections for a final drawing experience in this concentration.

3. Detailed program description:

BFA Studio Concentration, current		BFA Studio Concentration, proposed	
Courses	semester hours	Courses	semester hours
ART 130 Design	3	ART 130 Design	3
ART 131 3-D Design	3	ART 131 3-D Design	3
ART 140 Drawing	3	ART 140 Drawing	3
ART 240 Drawing	3	ART 240 Drawing	3
ART 340 Drawing	3	ART 340 Drawing	3
ART 341 Drawing	3	ART 341 Drawing	3
ART 440 Drawing	3	ART 440 Drawing	3
ART 105 Art Survey	3	ART 105 Art Survey	3
ART 106 Art Survey	3	ART 106 Art Survey	3
ART 405 Theory and Criticism	3		
(2) upper division elec. Art History	6	(2) upper division elec. Art History	6
Basic Studios (any 4 of the following)		Basic Studios (any 4 of the following)	
ART 220 Ceramics		ART 220 Ceramics	
ART 231 Graphic Design		ART 231 Graphic Design	
ART 243 Digital Media		ART 243 Digital Media	
ART 250 Printmaking		ART 250 Printmaking	
ART 260 Painting		ART 260 Painting	
ART 270 Sculpture		ART 270 Sculpture	
ART 280 Weaving	12	ART 280 Weaving	12
(2) upper division elective studios	6	(2) upper division elective studios	6
(9) upper division studios in one area	27	(9) upper division studios in one area	27
ART 490 Special Problems in area	3		
ART 432 Portfolio	3	ART 432 Portfolio	3

Total Semester Hours required	87	Total Semester Hours required	81
BFA Graphic Design Concentration, current		BFA Graphic Design Concentration, proposed	
Courses	semester hours	Courses	semester hours
ART 130 Design	3	ART 130 Design	3
ART 131 3-D Design	3	ART 131 3-D Design	3
ART 140 Drawing	3	ART 140 Drawing	3
ART 240 Drawing	3	ART 240 Drawing	3
ART 340 Drawing	3	ART 340 Drawing	3
ART 341 Drawing	3	ART 341 Drawing	3
ART 440 Drawing	3	ART 440 Drawing or	
		ART 431 Illustration	3
ART 105 Art Survey	3	ART 105 Art Survey	3
ART 106 Art Survey	3	ART 106 Art Survey	3
(2) upper division elec. Art History	6	(2) upper division elec. Art History	6
Basic Studios (any 4 of the following)		Basic Studios (any 3 of the following)	
ART 220 Ceramics		ART 220 Ceramics	
ART 250 Printmaking		ART 250 Printmaking	
ART 260 Painting		ART 260 Painting	
ART 270 Sculpture		ART 270 Sculpture	
ART 280 Weaving	12	ART 280 Weaving	9
(2) upper division elective studios	6	(2) upper division elective studios	6
ART 231 Graphic Design	3	ART 231 Graphic Design	3
ART 243 Digital Media	3	ART 243 Digital Media	3
ART 330 Graphic Design	3	ART 330 Graphic Design	3
ART 334 Survey of Graphic Design	3	ART 334 Survey of Graphic Design	3
ART 343 Digital Media, Time Based	3	ART 343 Digital Media, Time Based	3
ART 430 Graphic Design	3	ART 430 Graphic Design	3
ART 431 Illustration	3		
ART 433 Package Design	3	ART 433 Package Design	3
ART 432 Portfolio	3	ART 432 Portfolio	3
ART 438 Advanced Computer Graphics	3	ART 438 Advanced Computer Graphics	3
(1) of each following pairs		(1) of each following pairs	
ART 331 Visual Thinking or		ART 331 Visual Thinking or	
JOUR 343 Print Design	3	JOUR 343 Print Design	3
ART 436 Electronic Design or		ART 436 Electronic Design or	
AMS 308 Graphic Communication	3	AMS 308 Graphic Communication	3
Total Semester Hours	87	Total Semester Hours	81

4 .Rationale for proposed program revisions:

NASAD, the department's national accrediting agency suggests reducing the total required hours for this degree program. The proposed reduction to 81 semester hours also places the department near the middle rather than on the high end of our Benchmark Institutions requirements for a BFA in Visual Arts.

Omitting ART 405, Theory and Criticism, from the Studio Concentration's requirements allows it to be used as one of many upper division electives in art

history. The department also believes ART 490, Special Problems, is an extraneous course in the Studio Concentration given the 27 hours of upper division course work already required within each area of emphasis.

Using ART 431, Illustration, and ART 440, Drawing, as alternative course selections rather than requiring both provides sufficient training (five drawing classes) for students in the Graphic Design concentration. Reducing the number of basic studio experiences from 4 to 3 still maintains department interests in offering a broad fine art studio experience to Graphic Design students.

5. Proposed term for implementation and special provisions:

Term: Spring 2007

6. Dates of prior committee approvals:

Art Department	<u>3/37/06</u>
Potter College Curriculum Committee	<u>4/6/06</u>
University Curriculum Committee	<u>9/28/06</u>
University Senate	<u></u>

Attachment: [Program Inventory Form](#)

Proposal Date: 1/23/2006

**Potter College
Department of English
Proposal to Revise a Program
(Action Item)**

Contact Person: Alexander B. Poole

e-mail: alex.poole@wku.edu

Phone: 745-5780

1. Identification of program

- 1.1 Reference Number: 547
- 1.2 Current Program Title: English/Allied Language Arts
- 1.3 Credit Hours: current: 48; proposed: 51

2. Identification of the proposed changes:

We propose making Theater 425 (Play Production in the Schools) an elective instead of a requirement, deleting the requirement of one three hour English elective (300 level or above), and making the four following courses (9 credit hours) required: English 104 (Introduction to Linguistics, 3 hours); English 299 (Introduction to English Studies, 2 hours); English 410 (Theories of Rhetoric and Composition, 3 hours); and English 492 (Senior Seminar, 1 hour). We also want to specify that this major is intended only for students who plan to seek secondary certification. Students who begin this major but then opt not to seek certification will have two options: to meet the same requirements in English and Allied Arts as do those who plan to teach, or to change their major to English (662) or some other major of their choice. Currently they can stay with a watered-down version of the major that does not require specific allied arts courses and omits ENG 410 Theories of Composition and Rhetoric.

3. Detailed program description:

Current Program	Proposed Revised Program
ENG 304 English Language 3 hours	ENG 304 English Language 3 hours
ENG 381 Survey of English Literature I 3 hours	ENG 381 Survey of English Literature I 3 hours
ENG 382 Survey of English Literature II 3 hours	ENG 382 Survey of English Literature II 3 hours
ENG 385 World Literature 3 hours	ENG 385 World Literature 3 hours
ENG 391 Survey of American Literature I 3 hours	ENG 391 Survey of American Literature I 3 hours
ENG 392 Survey of American Literature II 3 hours	ENG 392 Survey of American Literature II 3 hours
ENG 401 Advanced Composition 3 hours	ENG 401 Advanced Composition 3 hours
*One English elective (300 level or above) 3 hours	*English 410 Theories of Rhetoric and Composition 3 hours
Two literature electives (300 level or above) 6 hours	Two literature electives (300 level or above) 6 hours
COMM 145 Fundamentals of Public Speaking 3 hours	COMM 145 Fundamentals of Public Speaking 3 hours
COMM 245 Argumentation and Debate 3 hours	COMM 245 Argumentation and Debate 3 hours
THEA 151 Theatre Appreciation 3 hours	THEA 151 Theatre Appreciation 3 hours
JOUR 202 Introduction to Newswriting, Reporting 3 hours	JOUR 202 Introduction to Newswriting, Reporting 3 hours
JOUR 427 School Journalism 3 hours	JOUR 427 School Journalism 3 hours
*THEA 425 Play Production in the Schools 3 hours	*ENG 104 Introduction to Linguistics 3 hours
	*ENG 299 Introduction to English Studies 2 hours
	*ENG 492 Senior Seminar 1 hour

***Courses to be deleted/elective**

**Total Hours: 48
Hours: 51**

***Courses to be required**

Total

Current Program Description	Proposed Revised Program
<p>The major in English and allied language arts (reference number 547) requires a minimum of 48 semester hours and leads to a bachelor of arts degree. No minor or second major is required. Requirements for the major are as follows: English 304, 381, 382, 385, 391, 392, 401, two additional upper-level literature classes, one additional English elective*, and 18 hours of allied language arts (communication, theatre, journalism, mass communication).</p> <p>Those seeking teacher certification must take specific allied language arts courses (or an acceptable equivalent): COMM 145 and 245; THEA 151 and 425; JOUR 202 and 427. ENG 410 is also required for certification.</p>	<p>The major in English and allied language arts (reference number 547) is intended for those seeking certification to teach in secondary schools in Kentucky. It requires a minimum of 51 semester hours and leads to a bachelor of arts degree. No minor or second major is required. (Certification requires an additional 37 hours of education course specified by the College of Education.) Requirements for the major are as follows: English 104, 299, 304, 381, 382, 385, 391, 392, 401, 410, 492, two additional upper-level literature courses, and the following 15 hours of allied language arts courses: COMM 145 and 245; THEA 151; JOUR 202 and 427. THEA 425 is an optional elective recommended for those who wish to teach theatre/direct plays in high school.</p>

4. Rationale for proposed program revisions:

The addition of English 104 (Introduction to Linguistics) is motivated by inadequate student performance on the Praxis and our subsequent realization that we try to cover too much material in English 304 (English Language), to the detriment of the course. In addition, many other state institutions (Morehead State University, Eastern Kentucky University) and benchmark schools (Missouri State University, Northern Arizona State University, Wichita State University, University of Northern Iowa) require future teachers to take more than one English language course. The addition of English 299 (Introduction to English Studies) will provide a stronger and more consistent foundation for the further study in English in general and literature in particular. (This course is already required for the English major.) ENG 492, Senior Seminar, will serve as a capstone experience shared by both English Literature and English and Allied Arts majors. It will also provide an assessment mechanism for the EALA program; we currently have no such mechanism. We are omitting the one English elective because all students who seek teacher certification have to make that "elective" ENG 410; it was therefore never really an elective to begin with except for students who eventually opted not to seek teacher certification.

The current program description makes teacher certification sound like an after thought when, in fact, it is the whole reason for having this particular major. We no longer want to give students who opt out of certification the leeway to finish the EALA major without taking Eng 410 and specific allied arts classes because we feel this results in a hodge-podge major that will not serve the students well. If they meet all the requirements of this major and later decide they want to teach, they will have to make up only the education courses. If they do not plan to teach, a regular English major (662) makes more sense.

5. Proposed term for implementation and special provisions:

Term: Spring 2007

Provisions, if applicable: Students who have completed their degree program by the first day of class Spring 2007 or who will graduate by August 2007 will not be affected by this change

6. Dates of prior committee approvals:

English Department: _____ 3-10-06 _____

PCAHSS Curriculum Committee: ____ 4-6-06 _____

Professional Education Council: ____ 4-13-06 _____

University Curriculum Committee: _____ 9-28-06 _____

University Senate: _____

OGDEN COLLEGE OF SCIENCE AND ENGINEERING
OFFICE OF THE DEAN
745-6371

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

DATE: September 28, 2006

FROM: OGDEN COLLEGE OF SCIENCE AND ENGINEERING CURRICULUM
COMMITTEE

The Ogden College of Science and Engineering submits the following items for consideration:

Type of Item	Description of Item
Information	One-time-only Course Offering CE 378, Route Surveying Contact: Dr. John Reis John.reis@wku.edu 5-2461
Information	One-time-only Course Offering CE 379, Route Surveying Lab Contact: John.reis@wku.edu 5-2461
Information	One-time-only Course Offering PHYS 218, Introduction to Data Acquisition Contact: Dr. Keith Andrew Keith.andrew@wku.edu 5-4357
Consent	Revise Course Prerequisites GEOG 391, Data Analysis and Interpretation Contact: Dr. David Keeling David.keeling@wku.edu 5-4555
Consent	Revise Course Prerequisites MATH 227, Calculus and Analytic Geometry II Contact: Dr. Daniel Biles Daniel.biles@wku.edu 5-3653
Consent	Revise Course Prerequisites ASTR 414, Astrophysics Contact: Dr. Richard Gelderman Richard.gelderman@wku.edu 5-6203
Consent	Revise Course Prerequisites PHYS 330, Thermodynamics Contact: Richard.gelderman@wku.edu 5-6203
Consent	Revise Course Prerequisites/Corequisites PHYS 460, Solid State Physics Contact: Richard.gelderman@wku.edu 5-6203
Consent	Revise Course Prerequisites/Corequisites

	PHYS 470, Nuclear Physics Contact: Richard.gelderman@wku.edu 5-6203
Consent	Revise Course Prerequisites PHYS 480, Quantum Mechanics Contact: Richard.gelderman@wku.edu 5-6203
Consent	Delete Course CE 480, Surveying III Contact: Dr. Shane Palmquist Shane.palmquist@wku.edu 5-2919
Consent	Delete Course CE 481, Surveying III Lab Contact: Shane.palmquist@wku.edu 5-2919
Consent	Revise Course Title CE 160, Surveying I Contact: Shane.palmquist@wku.edu 5-2919
Consent	Revise Course Title CE 161, Surveying I Lab Contact: Shane.Palmquist@wku.edu 5-2919
Consent	Revise Course Title CE 380, Surveying II Contact: Dr. Shane Palmquist
Consent	Revise Course Title CE 381, Surveying II Lab Contact: Dr. Shane Palmquist
Consent	Revise Program Title #517, Applied Technology Contact: Dr. Gregory Arbuckle Greg.arbuckle@wku.edu 5-6592
Action	New Course Proposal HORT 209, Introduction to Floral Design Contact: Roger Dennis Roger.dennis@wku.edu 5-3151
Action	New Course Proposal HORT 309, Advanced Floral Design Contact: Roger.dennis@wku.edu 5-3151
Action	New Course Proposal CM 326, Construction Law Contact: Greg Mills Greg.mills@wku.edu 5-5850
Action	New Course Proposal CM 346, Applied Soil Mechanics and Foundations Contact: greg.mills@wku.edu 5-5850
Action	New Course Proposal

	CE 378, Route Surveying Contact: Dr. Shane Palmquist Shane.palmquist@wku.edu 5-2919
Action	New Course Proposal CE 379, Route Surveying Lab Contact: shane.palmquist@wku.edu 5-2919
Action	New Course Proposal EE 479, Fundamentals of Optoelectronics Contact: Dr. Walter Collett Walter.collett@wku.edu 5-2016 PULLED FROM AGENDA BY PROPONENT
Action	New Course Proposal GEOG 325, Meteorological Instrumentation and Measurement Contact: Dr. Greg Goodrich Gregory.goodrich@wku.edu 5-5986
Action	Revise a Program #533, Construction Management Contact: Greg Mills Greg.mills@wku.edu 5-5850
Action	Revise a Program #405, Minor in Land Surveying Contact: Dr. Shane Palmquist Shane.palmquist@wku.edu 5-2919
Action	Revise a Program #537, Electrical Engineering Contact: Dr. Stacy Wilson Stacy.wilson@wku.edu 5-5848 PULLED FROM AGENDA BY PROPONENT
Action	Revise a Program #674, Geography Major Contact: Dr. David Keeling David.keeling@wku.edu 5-4555
Action	New Certificate Program Certificate in Land Surveying Contact: Dr. Shane Palmquist Shane.palmquist@wku.edu 5-2919

Proposal Date: 8/30/2006

**Ogden College Of Science And Engineering
Department of Geography And Geology
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: David Keeling e-mail: david.keeling@wku.edu Phone: -54555

1. Identification of course

- 1.1 Course prefix (subject area) and number: GEOG 391
- 1.2 Course title: Data Analysis and Interpretation
- 1.3 Credit hours: 3

2. Current prerequisites:

GEOG 100, GEOG 101, GEOG 110, general education mathematics requirement or higher; or instructor's permission.

3. Proposed prerequisites:

GEOG 100 or GEOL 102, GEOG 101 OR GEOG 110, general education mathematics requirement or higher; or instructor's permission.

4. Rationale for the revision of course prerequisites:

Course structure of the BS in Geography #674 changed in Fall 2005, requiring either GEOL 100 or GEOL 102 and either GEOG 101 or GEOG 110 for all its program concentrations. This proposed change brings GEOG 391 in line with the program requirements.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Geography and Geology Department	<u>8/30/2006</u>
OCSE Curriculum Committee	<u>9/7/2006</u>
University Curriculum Committee	<u>9/28/06</u>
University Senate	<u></u>

Attachment: [Course Inventory Form](#)

Proposal Date: 2/24/2006

**Ogden College Of Science And Engineering
Department of Mathematics
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Daniel Biles e-mail: daniel.biles@wku.edu Phone: -53653

1. Identification of course

- 1.1 Course prefix (subject area) and number: MATH 227
- 1.2 Course title: Calculus and Analytic Geometry II
- 1.3 Credit hours: 4.5

2. Current prerequisites/corequisites/special requirements:

Pre-reqs : **MATH 126**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites : **MATH 126 with grade of C or better**

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

To increase student success in Math 227 and higher level courses.

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

6. Proposed term for implementation: Spring, 2007

7. Dates of prior committee approvals:

Mathematics Department/Division	<u>2/24/2006</u>
OCSE Curriculum Committee	<u>5/4/2006</u>
Professional Education Council	<u>06/14/2006</u>
University Curriculum Committee	<u>9/28/06</u>
University Senate	<u></u>

Attachment: [Course Inventory Form](#)

Proposal Date: 4/12/2006

**College Of Science And Engineering
Department of Physics And Astronomy
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Richard Gelderman e-mail: richard.gelderman@wku.edu Phone: 5-6203

1. Identification of course

1.1 Course prefix (subject area) and number: ASTR 414

1.2 Course title: Astrophysics

1.3 Credit hours: 4.0

2 Current prerequisites/corequisites/special requirements:

Pre-reqs : **MATH 126**

3 Proposed prerequisites/corequisites/special requirements:

Prerequisites : **PHYS 321 and MATH 327**

4 Rationale for the revision of course prerequisites/corequisites/special requirements:

The course material requires a familiarity with multivariable calculus and advanced topics in modern physics.

5 Effect on completion of major/minor sequence:

None; both courses being proposed as new pre-requisites are already taken by students earlier in the majors sequence.

6 Proposed term for implementation: Spring 2007

7 Dates of prior committee approvals:

Physics & Astronomy Department/Division 4/21/2006

OCSE Curriculum Committee 5/04/2006

University Curriculum Committee 9/28/06

University Senate

Attachment: [Course Inventory Form](#)

Office of the Registrar

COURSE INVENTORY FORM

Proposal Date: 4/12/2006

**College Of Science And Engineering
Department of Physics And Astronomy
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Richard Gelderman e-mail: richard.gelderman@wku.edu Phone: 5-6203

1. Identification of course

- 1.1 Course prefix (subject area) and number: PHYS 330
- 1.2 Course title: Thermodynamics
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Pre-reqs : **PHYS 320 and MATH 327 or 331**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites : **PHYS 321, MATH 327 and MATH 331**

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

The course material requires familiarity with advanced topics in modern physics, as well as with both multivariable calculus and differential equations.

5. Effect on completion of major/minor sequence:

None; the courses being proposed as new pre-requisites are already taken by students earlier in the majors sequence.

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Physics & Astronomy Department/Division _____ 4/21/2006

OCSE Curriculum Committee _____ 5/04/2006

Professional Education Council _____ 6/14/2006

University Curriculum Committee _____ 9/28/06

University Senate _____

Attachment: [Course Inventory Form](#)

COURSE INVENTORY FORM

Proposal Date: 4/12/2006

**College Of Science And Engineering
Department of Physics And Astronomy
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Richard Gelderman e-mail: richard.gelderman@wku.edu Phone: 5-6203

1. Identification of course

- 1.1 Course prefix (subject area) and number: PHYS 460
- 1.2 Course title: Solid State Physics
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Pre-reqs : **PHYS 320 and MATH 327 or 331**

Corequisites : PHYS 406

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites : **PHYS 321, MATH 327 and MATH 331**

Corequisites : PHYS 406

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

The course material requires familiarity with advanced topics in modern physics, as well as with both multivariable calculus and differential equations.

5. Effect on completion of major/minor sequence:

None; the courses being proposed as new pre-requisites are already taken by students earlier in the majors sequence.

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Physics & Astronomy Department/Division 4/21/2006

OCSE Curriculum Committee 5/04/2006

University Curriculum Committee 9/28/06

University Senate

Attachment: [Course Inventory Form](#)

Proposal Date: 4/12/2006

**College Of Science And Engineering
Department of Physics And Astronomy
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Richard Gelderman e-mail: richard.gelderman@wku.edu Phone: 5-6203

1. Identification of course

- 1.1 Course prefix (subject area) and number: PHYS 470
- 1.2 Course title: Nuclear Physics
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Pre-reqs : **PHYS 320 and 350**
Corequisites : PHYS 407

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites : **PHYS 302, PHYS 321 and MATH 331**
Corequisites : PHYS 407

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

The course material requires familiarity with differential equations, with the topics and techniques presented in PHYS 302 (Atomic Lab), and with advanced topics in modern physics presented in PHYS 321 (Modern Physics II).

5. Effect on completion of major/minor sequence:

None; the courses being proposed as new pre-requisites are already taken by students earlier in the majors sequence.

6. Proposed term for implementation: spring 2007**7. Dates of prior committee approvals:**

Physics & Astronomy Department/Division 4/21/2006

OCSE Curriculum Committee 5/04/2006

University Curriculum Committee 9/28/06

University Senate _____

Attachment: [Course Inventory Form](#)

COURSE INVENTORY FORM

Proposal Date: 4/12/2006

**College Of Science And Engineering
Department of Physics And Astronomy
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Richard Gelderman e-mail: richard.gelderman@wku.edu Phone: 5-6203

1. Identification of course

- 1.1 Course prefix (subject area) and number: PHYS 480
- 1.2 Course title: Quantum Mechanics
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Pre-reqs : PHYS 320 and 350 and one of the following: PHYS 330, 440, 450, or MATH 435

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites : PHYS 321, PHYS 350, MATH 327 and one of: PHYS 440, 450, or MATH 435

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

The course material requires a familiarity with multivariable calculus and advanced topics in modern physics presented in PHYS 321 (Modern Physics II).

5. Effect on completion of major/minor sequence:

None; the courses being proposed as new pre-requisites are already taken by students earlier in the majors sequence.

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Physics & Astronomy Department/Division 4/21/2006

OCSE Curriculum Committee 5/04/2006

University Curriculum Committee 9/28/06

University Senate

Attachment: [Course Inventory Form](#)

COURSE INVENTORY FORM

Proposal Date: 4/10/2006

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

Contact Person: Shane Palmquist e-mail: shane.palmquist@wku.edu Phone: 5-2919

1. Identification of course

- 1.1 Course prefix (subject area) and number: CE 480
1.2 Title: Surveying III
1.3 Credit hours: 3.0 hours

2 .Rationale for the course deletion:

- This course is currently required for students pursuing a Minor in Land Surveying from the Civil Engineering Program. The Minor in Land Surveying is being revised and will no longer require this course.

3. Effect on other departments, if known:

- None.

4. Proposed term for implementation: Spring, 2007

5. Dates of prior committee approvals:

Engineering Department/Division
OCSE Curriculum Committee
University Curriculum Committee
University Senate

4/21/2006

5/04/2006

9/28/06

Attachment: Course Inventory Form

Proposal Date: 4/10/2006

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

Contact Person: Shane Palmquist e-mail: shane.palmquist@wku.edu Phone: 5-2919

1. Identification of course

- 1.1 Course prefix (subject area) and number: CE 481
- 1.2 Title: Surveying III Lab
- 1.3 Credit hours: 1.0 hours

2. Rationale for the course deletion:

- The corresponding lecture portion of this course, CE 480, is being deleted. To match this, CE 481 is also being deleted.

3. Effect on other departments, if known:

- None.

4. Proposed term for implementation: Spring, 2007

5. Dates of prior committee approvals:

Engineering Department/Division 4/21/2006

OCSE Curriculum Committee 5/04/2006

University Curriculum Committee 9/28/06

University Senate _____

Attachment: [Course Inventory Form](#)

Proposal Date: 3/23/2006

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Shane Palmquist e-mail: shane.palmquist@wku.edu Phone: 5-2919

1. Identification of course

- 1.1 Course prefix (subject area) and number: CE 160
- 1.2 Current Course Title: Surveying I
- 1.3 Credit hours: 3.0 hours

2. Proposed course title:

- **Principles of Surveying**

3. Proposed abbreviated course title:

- Principles of Surveying

4. Rationale for the revision of course title:

- This course is an integral part of the surveying core of the Minor in Land Surveying (reference number 405). The title change is needed to align our course titles with modifications in the Kentucky Administrative Regulations (KAR) 201 18:092 Surveying Core Curriculum and Kentucky Revised Statutes (KRS) 322.045 Requirements for Licensure as a Professional Land Surveyor – Education. The course content remains the same.

5. Proposed term for implementation: Spring, 2007

6. Dates of prior committee approvals:

Engineering Department/Division 4/21/2006

OCSE Curriculum Committee 5/04/2006

University Curriculum Committee 9/28/06

University Senate

Attachment: [Course Inventory Form](#)

COURSE INVENTORY FORM

Proposal Date: 3/23/2006

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Shane Palmquist e-mail: shane.palmquist@wku.edu Phone: 5-2919

1. Identification of course

- 1.1 Course prefix (subject area) and number: CE 161
- 1.2 Current Course Title: Surveying I Lab
- 1.3 Credit hours: 1.0 hour

2. Proposed course title:

- Principles of Surveying Lab

3. Proposed abbreviated course title:

- Principles of Surveying Lab

4. Rationale for the revision of course title:

- The course is an integral part of the surveying core of the Minor in Land Surveying (reference number 405). The title is being changed to match that of the corresponding lecture course, CE 160. The course content remains the same.

5. Proposed term for implementation: Spring, 2007

6. Dates of prior committee approvals:

Engineering Department/Division 4/21/2006

OCSE Curriculum Committee 5/04/2006

University Curriculum Committee 9/28/06

University Senate

Attachment: [Course Inventory Form](#)

Proposal Date: 3/23/2006

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Shane Palmquist e-mail: shane.palmquist@wku.edu Phone: 5-2919

1. Identification of course

- 1.1 Course prefix (subject area) and number: CE 380
- 1.2 Current Course Title: Surveying II
- 1.3 Credit hours: 3.0 hours

2. Proposed course title:

- Boundary Surveying

3. Proposed abbreviated course title:

- Boundary Surveying

4. Rationale for the revision of course title:

- This course is an integral part of the surveying core of the Minor in Land Surveying (reference number 405). The title change is needed to align our course titles with modifications in the Kentucky Administrative Regulations (KAR) 201 18:092 Surveying Core Curriculum and Kentucky Revised Statutes (KRS) 322.045 Requirements for Licensure as a Professional Land Surveyor – Education. The course content remains the same.

5. Proposed term for implementation: Spring, 2007

6. Dates of prior committee approvals:

Engineering Department/Division 4/21/2006

OCSE Curriculum Committee 5/04/2006

University Curriculum Committee 9.28.06

University Senate

Attachment: [Course Inventory Form](#)

Proposal Date: 3/23/2006

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Shane Palmquist e-mail: shane.palmquist@wku.edu Phone: 5-2919

1. Identification of course

- 1.1 Course prefix (subject area) and number: CE 381
- 1.2 Current Course Title: Surveying II Lab
- 1.3 Credit hours: 1.0 hours

2. Proposed course title:

- Boundary Surveying Lab

3. Proposed abbreviated course title:

- Boundary Surveying Lab

4. Rationale for the revision of course credit hours:

- This course is an integral part of the surveying core of the Minor in Land Surveying (reference number 405). The title is being changed to match that of the corresponding lecture course, CE 380. The course content remains the same.

5. Proposed term for implementation: Spring, 2007

6. Dates of prior committee approvals:

Engineering Department/Division 4/21/2006

OCSE Curriculum Committee 5/04/2006

University Curriculum Committee 9/28/06

University Senate

Attachment: [Course Inventory Form](#)

Proposal Date: 3/6/2006

**Ogden College of Science and Engineering
Department of Architectural & Manufacturing Sciences
Proposal to Revise a Program
(Consent (Revise title only) Item)**

Contact Person: Gregory K. Arbuckle e-mail: greg.arbuckle@wku.edu Phone: 5-6592

1. Identification of program

- 1.1 Reference Number: 517
- 1.2 Current Program Title: Applied Technology
- 1.3 Credit hours: 128

2. Identification of the proposed changes:

Change the title of the Applied Technology program (517) to Technology Management.

3. Detailed program description:

There is no change in the program description; the department is only changing the title of the program.

4. Rationale for proposed program revisions:

The title change will better reflect the fact that the students who complete this program will be prepared for technically-oriented management positions in business and industry. The change will also align this program title with that of the new graduate program in the department that will begin in January 2007.

5. Proposed term for implementation and special provisions:

Term: Spring 2007

Provisions, if applicable:

6. Dates of prior committee approvals:

Architectural and Manufacturing Sciences Department 3/16/06

OCSE Curriculum Committee 5/4/06

University Curriculum Committee 9/28/06

University Senate _____

Attachment: [Program Inventory Form](#)

Office of the Registrar

Program Inventory Form

Ogden

Process Block

Assign Ref No. _____

Program Change Form _____

University Curriculum Committee _____

University Senate _____

Provost _____

Board of Regents (if applicable) _____

Proposal to Create a New Course (Action Item)

Contact Person: Roger Dennis roger.dennis@wku.edu (270) 745-3151

1. Identification of proposed course

1.1 Prefix and number: HORT 209

1.2 Title: Introduction to Floral Design

1.3 Abbreviated title: Introduction to Floral Design

1.4 Credit and contact hours: 3.0

1.5 Type of Course: Applied Learning (A), Lecture/Lab (C)

1.6 Prerequisites, corequisites and/or special requirements: None

1.7 Catalog course listing:

Principles and elements of floral design; the use of floral materials, design techniques, and elements including line, form, texture and color; emphasis on the history and use of floral art in business and society. Lab fee required.

2. Rationale

2.1 Reason for developing the proposed course:

Of the students in Western's Agricultural Education Program, many will teach courses in Horticulture at the secondary level. According to the office of Secondary Education in Frankfort about 80% of these will teach a course in floral design. The proposed course will fill the need for secondary agriculture educators to be trained in this area.

2.2 Projected enrollment in the proposed course:

About 20-30 per offering, based upon previous enrollment of 10-15 students from outside the department (eg. Interior Design, Elementary Education).

2.3 Relationship of the proposed course to courses now offered by the department:

No other course in the Agriculture Department cover this topic.

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

This course would enhance the background of students in the Interior Design Department at Western Kentucky University.

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

Similar courses are offered at Eastern Kentucky University, Mississippi State University, Texas A & M University, and Ohio State University.

3. Discussion of proposed course

3.1 Course objectives:

To define and identify the principles and elements of design used in floral composition and use appropriate terminology in describing and interpreting a floral composition.

To introduce the design process and its implementation through the medium of floral materials.

To provide a history of floral art as it relates to current practice.

To identify the requirements for proper care and handling of floral materials.

To familiarize students with the mechanics for producing a floral composition.

3.2 Content outline:

Introduction

- The design process
- Identification of cut flowers and foliage
- Tools and mechanics
- Containers

Techniques of floral art

- Care and handling of cut flowers and foliage

Elements and principles of floral art

- Elements of floral art
 - Line
 - Form
 - Space
 - Color
 - Texture
- Principles of floral art
 - Balance (symmetrical/asymmetrical)
 - Proportion (scale)
 - Harmony
 - Rhythm
 - Unity
- Design styles
 - Asymmetrical triangle

Symmetrical triangle
Vertical
Horizontal
Naturalistic design
Wedding design
Party design
History of floral design

- European design
- Oriental design
- United States design

3.3 Student expectations and requirements:

Students will be expected to demonstrate mastery of the subject matter
Through assigned exercises and examinations.

Students will be evaluated weekly on floral designs (worth at least 80% of the
course grade).

Students will be expected to participate in discussions of current floral design
issues.

Students will be evaluated on a final project which entails planning and
designing
for a party that has a specified theme.

3.4 Tentative text and course materials:

Flowers: Creative Design by Johnson, McKinley and Benz. San Jacinto
Publishing Co., July 2001.

4. Resources

4.1 Library resources:

4.2 Computer resources:

Use of websites to provide up-to-date information on the floral industry.
Examples of sites used: TeleFlora, American Institute of Floral Design
(AIFD) and Society of American Florist.

5. Budget Implications

5.1 Proposed method of staffing:

Faculty member who is a certified member of the American Institute of Floral
Designers (AIFD)

5.2 Special equipment needed: Cooler space and laboratory classroom

5.3 Expendable materials needed: Fresh cut flowers

5.4 Laboratory supplies needed: Containers and floral supplies

6. **Proposed term for implementation:** Spring 2007

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

Department of Agriculture 2/7/06

Ogden College Curriculum Committee 5/4/06

University Curriculum Committee 9/28/06

University Senate _____

Attachments: Library Resources Form, Course Inventory Form

Proposal Date: 2/6/06

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

Contact Person: Roger Dennis roger.dennis@wku.edu 270-745-3151

1. Identification of proposed course

- 1.1 Prefix and number: HORT 309
- 1.2 Title: Advanced Floral Design
- 1.3 Abbreviated title: Advanced Floral Design
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: Applied Learning (A), Lecture/Lab (C)
- 1.6 Prerequisites: HORT 209
- 1.7 Catalog course listing:

Advanced principles of floral design as applied to a commercial floral shop enterprise. Production cost and profit analysis, selling techniques and customer relations are considered concurrently with design. Lab fee required.

2. Rationale

- 2.1 Reason for developing the proposed course:

The floriculture industry is a growing part of horticulture and agriculture. This course teaches students how to design high quality floral compositions and successfully create and operate a floral business. This is an excellent course for interior design majors.

- 2.2 Projected enrollment in the proposed course:

About 15 - 25 per offering, based on previous enrollment with some students from outside the department (eg. Interior Design and Elementary Education).

- 2.3 Relationship of the proposed course to courses now offered by the department:

This course will build on the content of HORT 209, Introduction to Floral Design.

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

This course would enhance the background of students enrolled in the Interior Design program and might be of interest to some community college students with a Retail Management concentration.

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

Similar courses are offered at Eastern Kentucky University, Mississippi State University, Texas A&M University, and Ohio State University.

3. **Discussion of proposed course**

3.1 Course objectives:

To present the principles of floral design, as they apply to a commercial floral shop enterprise.

To provide the elements and principles of designing floral compositions for special functions.

To provide an understanding of production cost and profit analysis of a floral composition.

To provide an understanding of operating a commercial floral shop enterprise.

3.2 Content outline:

Introduction

- History of retail floristry
- Types of shops
- Site location of floral shop

Layout of florist enterprise

Site and location

- Store exterior
- Window display
- Store interior
- Layout efficiency

Salesmanship

Advertising and merchandising

Employer/employee relations

Customer relations

Design styles

- Decorating potted plants and European gardens
- Wedding design techniques
- Sympathy design techniques
- Design with tropical flowers
- Seasonal designs
- Holiday designs

3.3. Student expectations and requirements:

Students will be expected to demonstrate mastery of the subject matter through class discussion, assigned projects, and examinations.

Students will be evaluated on weekly floral designs (worth at least 60% of the course grade).

Students will be evaluated on a final project which entails the planning and designing of a floral shop enterprise.

3.4 Tentative text and course materials

Flowers: Creative Design by Johnson, McKinley, and Benz. San Jacinto Publishing Co., July 2001.

4. Resources

4.1 Library resources:

4.2 Computer resources:

Use of websites to provide up-to-date information on the floral industry. Examples of sites used - Teleflora, American Institute of Floral Design (AIFD), and Society of American Florist.

5. Budget Implications

5.1 Proposed method of staffing:

Faculty member who is a certified member of the American Institute of Floral Design (AIFD).

5.2 Special equipment needed: Cooler space and laboratory classroom

5.3 Expendable materials needed: Fresh cut flowers

5.4 Laboratory supplies needed: Plants, containers, and floral supplies

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee proposals:

Agriculture Department _____ 2/7/06 _____

Ogden College Curriculum Committee _____ 5/4/06 _____

University Curriculum Committee _____ 9/28/06 _____

University Senate _____

Attachments: Library Resources Form, Course Inventory Form

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

Contact Person: Greg Mills greg.mills@wku.edu Phone: 745-5850

1. Identification of proposed course

- 1.1 Prefix and number: CM 326
- 1.2 Title: Construction Law
- 1.3 Abbreviated title: Construction Law
- 1.4 Credit hours and contact hours: 3.0 semester hours / 3.0 contact hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: CE 303 or Junior Standing
- 1.7 Catalog course listing:
Introduction to law and judicial procedures as they relate to the practicing construction manager. Contracts, bonds, professional liability, professional ethics, bidding procedures, liens, product liability. Emphasis on development of critical thinking process, abstract problem analysis, and evaluation.

2. Rationale

- 2.1 Reason for developing the proposed course: A construction law course is required by our accreditation agency, ACCE (American Council for Construction Education). Currently, CE 326 Engineering Law is required; however, this course is designed for engineering students and does not fully suit the needs of our Construction Management Program. CM 326 will replace CE 326 in the curriculum.
- 2.2 Projected enrollment in the proposed course: Based on a projected 80 construction management majors, this course will have 20 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: Course content will build on knowledge acquired in previous construction management courses. Topical coverage will include an introduction to law and judicial procedures as they relate to the practicing construction manager.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Department of Engineering offers a three-semester-hour course, CE 326 Engineering Law, which is a technical elective geared toward civil engineering majors. This course is not offered regularly and was last offered during the 2003 fall semester. We need a law course that is offered every year and that relates to the practicing construction manager.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar content is offered at Northern Kentucky University – IET 427 Construction Law & Legal Contracts, Eastern Michigan University – CNST 406 Construction Law; Texas A&M University – COSC 463 Introduction to Construction Law

3. Discussion of proposed course

3.1 Course objectives:

- Gain a basic understanding of law and judicial procedures as they relate to the practicing construction manager
- Development of critical thinking process, abstract problem analysis, and evaluation in relationship to legal issues
- Understanding of contracts, bonds, professional liability, professional ethics, bidding procedures, liens, product liability in relationship to the law.

3.2 Content outline:

- Legal context of construction
- Alternative contracting methods
- Competing for & interpreting contracts
- Authority & responsibility of the architect/engineer/construction manager
- Subcontract administration & dispute avoidance
- Contract changes
- Inspection, acceptance, commissioning, & warranties
- Management techniques to limit risk & avoid disputes
- Payment bonds, performance bonds
- Proving costs & damages
- Liens & lien laws
- Resolution of construction disputes
- Ethical issues

3.3 Student expectations and requirements: Students will complete assignments directly related to lectures. Exams will be given throughout the semester.

3.4 Tentative text and course materials:

Common Sense Construction Law, A Practical Guide for the Construction Profession, (3rd ed), Smith, Currie, & Hancock, John Wiley & Sons, Inc. 2005

4. Resources

4.1 Library resources: See attached Library Resources form

4.2 Computer resources: The AMS Department has adequate computer facilities available for students.

5. Budget implications

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Department of Architectural and Manufacturing Sciences	3/13/06
Ogden College Curriculum Committee	9/07/06
University Curriculum Committee	9/28/06
University Senate	_____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 3/01/06

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

Contact Person: Greg Mills greg.mills@wku.edu Phone: 745-5850

1. Identification of proposed course

- 1.1 Prefix and number: CM 346
- 1.2 Title: Applied Soil Mechanics and Foundations
- 1.3 Abbreviated title: Applied Soil Mech/Foundations
- 1.4 Credit hours and contact hours: 3.0 semester hours / 3.0 contact hours
- 1.5 Type of course: Lecture
- 1.7 Prerequisites: CE 303 or Junior Standing

1.8 Catalog course listing:

An applied course in soil mechanics and foundations, including soil composition and classification, soil compaction and sitework, lateral earth pressures and retaining walls, and an introduction to foundation design and construction including both deep and shallow foundations. Demonstrations of commonly used laboratory tests are also included.

2. Rationale

2.1 Reason for developing the proposed course: A soil mechanics course is required by our accreditation agency, ACCE (American Council for Construction Education) as stated in their requirements for Design Theory of Construction Science. Currently, CE410/411 Soil Mechanics and Lab are required; however, this lecture/lab combination does not fully suit the needs of our construction management program. CE410 & CE411 have more advanced prerequisites and were designed for civil engineering students. CM346 will replace CE410/411 in our Construction Management curriculum.

2.2 Projected enrollment in the proposed course: Based on a projected 80 Construction Management majors, this course will have 20 students per year.

2.3 Relationship of the proposed course to courses now offered by the department: Course content will build on knowledge acquired in previous construction management courses. Topical coverage will include the application of soil mechanics, including foundation design, as it relates to the practicing construction manager.

2.4 Relationship of the proposed course to courses offered in other departments: The Department of Engineering offers a three-semester-hour course, CE410 Soil Mechanics, which is geared toward civil engineering majors. This course has a prerequisite of EM302, Mechanics of Deformable Solids. We need an applied soil mechanics course that relates more directly to the practicing construction manager.

2.5 Relationship of the proposed course to courses offered in other institutions: Similar content is offered at South Dakota State University – CM320 Construction Soil Mechanics; Arizona State University – CON450 Soil Mechanics in Construction; and Texas A & M - COSC 323 Soils in Construction

3. Discussion of proposed course

3.1 Course objectives:

- Identify soil origins, soil categories, and how soils are classified
- Be able to calculate soil properties including unit weight, moisture content, void ratio, and degree of saturation
- Recognize what goes into a Geotechnical Investigation and the preparation of a Geotechnical Report.
- Recognize how stresses are distributed in a soil mass due to external and internal loads and be able to calculate these stresses.
- Recognize how settlement occurs in soil and be able to calculate settlement based on varying loading and soil conditions.

- Recognize how strength is classified and quantified in soils and how those strength values are used in design.
- Understanding design principles used in shallow foundations such as on footings or using a mat foundation.
- Understanding design principles used in deep foundations using piers or drilled caissons.
- Understanding design principles used in analyzing retaining walls.

3.2 Content outline:

- Properties of soils
- Soil testing & subsurface exploration
- Effect of water in soil, soil stresses
- Consolidation & settlement
- Shallow foundations
- Pile foundations
- Drilled shaft & caisson foundation
- Lateral earth pressures
- Retaining structures
- Stability analysis of slopes
- Sheet pile walls
- Braced cuts
- Embankment construction
- Dewatering

3.3 Student expectations and requirements: Students will complete assignments directly related to lectures. Exams will be given throughout the semester.

3.4 Tentative text and course materials:

Soils and Foundations, (6th ed), C. Liu and J.B. Evett, Pearson/Prentice Hall, 2005

4. Resources

4.1 Library resources: See attached Library Resources form.

4.2 Computer resources: The AMS Department has adequate computer facilities available for students.

5. Budget implications

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

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: Soil samples obtained locally in field

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Department of Architectural and Manufacturing Sciences 03/13/06

Ogden College Curriculum Committee 05/04/06

University Curriculum Committee 9/28/06

University Senate _____

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Shane Palmquist shane.palmquist@wku.edu Phone: 745-2919

1. Identification of proposed course

- 1.1 Prefix and number: CE 378
- 1.2 Title: Route Surveying
- 1.3 Abbreviated title: Route Surveying
- 1.4 Credit hours and contact hours: 3.0 hours / 3.0 contact hours
- 1.5 Type of course: Lecture
- 1.8 Prerequisites: CE 160 Principles of Surveying
 CE 161 Principles of Surveying Lab
Corequisite: CE 379 Route Surveying Lab
- 1.9 Catalog course listing:
Horizontal alignment of simple curves, compound curves, and spirals; vertical alignment using equal and unequal tangent parabolic curves in conjunction with road gradients; superelevations; slope stakes; earthwork calculations including volumes and mass diagrams.

2. Rationale

- 2.1 Reason for developing the proposed course: This course will be an integral part of the surveying core portion of the Minor in Land Surveying (reference number 405). The course is needed as a result of changes in Kentucky Administrative Regulations (KAR) 201 18:092 Surveying Core Curriculum and Kentucky Revised Statutes (KRS) 322.045 Requirements for Licensure as a Professional Land Surveyor – Education.
- 2.2 Projected enrollment in the proposed course: Based on current students in the Minor in Land Surveying program, civil engineering students who could use this as a technical elective in their major, and candidates seeking a Certificate in Land Surveying, this course will have 15-20 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will be part of the surveying core portion of the Minor in Land Surveying (reference number 405) and Certificate in Land Surveying.

- 2.4 Relationship of the proposed course to courses offered in other departments:
The Department of Engineering is the only department that offers surveying courses at Western.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Similar content is offered at Cleveland State University (CVE 454 Route Surveying), Purdue University (CET 208 Route Surveying), and University of Dayton (CEE 214 Highway Geometrics).

3. Discussion of proposed course

- 3.1 Course objectives:
- Gain an understanding of route surveying as it relates primarily to roadwork
 - Be able to calculate and layout horizontal alignment of simple curves, compound curves, and spirals
 - Be able to calculate and lay out vertical alignment using equal and unequal tangent parabolic curves in conjunction with road gradients
 - Be able to calculate and lay out superelevations of curves
 - Be able to calculate and lay out locations of slope stakes for road construction
 - Perform earthwork calculations including volumes and mass diagrams
- 3.2 Content outline:
- General overview of route surveying
 - Simple curve calculations and layout using deflection angles and chords
 - Simple curve calculations and layout using radial surveying techniques
 - Horizontal sight distance requirements
 - Compound curve calculations
 - Spiral curve calculations and layout using deflection angles and chords
 - Superelevation calculations
 - Vertical alignment using equal and unequal tangent parabolic curves in conjunction with road gradients
 - Sight distance requirements for vertical curves
 - Slope stakes for road construction
 - Earthwork calculations
 - Volume calculations using average end area and prismoidal formulas
 - Mass excavation calculations
- 3.3 Student expectations and requirements: Students will complete assignments directly related to lectures. Exams will be given throughout the semester.
- 3.4 Tentative text and course materials:

Surveying Reference Manual, (4th edition), George M. Cole, PE, PLS and Andrew L. Harbin, Professional Publications, Inc. 2006

4. Resources

- 4.1 Library resources: See attached Library Resources form.
- 4.2 Computer resources: The Engineering Department has adequate computer facilities available for students.

5. Budget implications

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: Existing surveying equipment in the department will be used for this course.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory supplies needed: Drafting paper to plot AutoCAD drawings.

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Department of Engineering	<u>4/21/2006</u>
Ogden College Curriculum Committee	<u>5/4/06</u>
University Curriculum Committee	<u>9/28/06</u>
University Senate	<u></u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Shane Palmquist shane.palmquist@wku.edu Phone: 745-2919

1. Identification of proposed course

- 1.1 Prefix and number: CE 379
- 1.2 Title: Route Surveying Lab
- 1.3 Abbreviated title: Route Surveying Lab
- 1.4 Credit hours and contact hours: 1.0 semester hours / 2.0 contact hours
- 1.5 Type of course: Lab
- 1.9 Prerequisites: CE 160 Principles of Surveying
 CE 161 Principles of Surveying Lab
 Corequisite: CE 378 Boundary Surveying
- 1.10 Catalog course listing:
 Field and office procedures in support of content in CE 378.

2. Rationale

- 2.1 Reason for developing the proposed course: This course will be an integral part of the surveying core portion of the Minor in Land Surveying (reference number 405). The course is needed as a result of changes in 201 KAR 18:092 Surveying Core Curriculum and KRS 322.045 Requirements for licensure as a professional land surveyor – Education, experience.
- 2.2 Projected enrollment in the proposed course: Based on current students in the Minor in Land Surveying program plus civil engineering students who could use this as a technical elective in their major, this course will have 15-20 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will be part of the surveying core portion of the Minor in Land Surveying (reference number 405).
- 2.4 Relationship of the proposed course to courses offered in other departments: The Department of Engineering is the only department that offers surveying courses at Western.

- 2.5 Relationship of the proposed course to courses offered in other institutions:
Similar content is offered at Cleveland State University (CVE 454 Route Surveying), Purdue University (CET 208 Route Surveying), and University of Dayton (CEE 214 Highway Geometrics).

3. Discussion of proposed course

- 3.1 Course objectives:
- Gain an understanding of obtaining field data using data collectors and total stations
 - Gain an understanding of field and office procedures as they relate to route surveying
 - Be able to calculate and lay out horizontal alignment of simple curves and spirals
 - Be able to calculate vertical alignment using equal tangent parabolic curves in conjunction with road gradients
 - Be able to perform earthwork calculations including volumes and mass diagrams based upon collected field data
 - Be able to calculate and layout locations of slope stakes for road construction
- 3.2 Content outline:
- Collect preliminary field data of proposed route
 - Perform a control traverse around entire site
 - Lay out proposed simple curve using deflection angles and chords
 - Perform a detailed data collection of entire site
 - Lay out easement curve using deflection angles and chords
 - Obtain cross-sectional information of proposed route
 - Determine vertical alignment using equal tangent parabolic curves in conjunction with road gradients
 - Produce drawings and final report for proposed route including:
 - Topographical map
 - Plan and profile drawing
 - Cross-sectional areas
 - Mass diagram
 - Lay out slope stakes for proposed route
- 3.3 Student expectations and requirements: Students will be graded based on their field performance, calculations submitted, drawings, final report, and the final exam.
- 3.4 Tentative text and course materials:

Surveying Reference Manual, (4th edition), George M. Cole, PE, PLS and Andrew L. Harbin, Professional Publications, Inc. 2006

4. Resources

- 4.1 Library resources: See attached Library Resources form.
- 4.2 Computer resources: The Engineering Department has adequate computer facilities available for students.

5. Budget implications

- 5.1 Proposed method of staffing: Current faculty will teach this course.
- 5.2 Special equipment needed: Existing surveying equipment in the department will be used for this course.
- 5.3 Expendable materials needed: none
- 5.4 Laboratory supplies needed: Drafting paper to plot AutoCAD drawings.

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Department of Engineering	<u>4/21/2006</u>
Ogden College Curriculum Committee	<u>5/4/06</u>
University Curriculum Committee	<u>9/28/06</u>
University Senate	<u></u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Greg Goodrich e-mail: gregory.goodrich@wku.edu Phone: 5-5986

1. Identification of proposed course

1.1 Prefix and number: GEOG 325

1.2 Title: Meteorological Instrumentation and Measurement

1.3 Abbreviated title: Meteorological Instruments

1.4 Credit hours: 3 hrs

1.5 Type of course: L (Lecture)

1.6 Prerequisites: GEOG 121

1.7 Catalog course listing:

Introduces the purpose, operation, and application of meteorological instrumentation and the treatment of meteorological measurements.

2. Rationale

2.1 Reason for developing the proposed course:

This course is being developed as part of the new curriculum for the proposed B.S. in Meteorology program in the Department of Geography and Geology. The National Weather Service and American Meteorological Society certification standards both require a course in meteorological instruments. This course will provide students a foundation in meteorological instrumentation that will allow them to pursue internships and part-time employment with the new Kentucky Mesonet. The course will also be required for the B.S. in Geography - Meteorology Track curriculum.

2.2 Projected enrollment in the proposed course:

15-20 students based on previous enrollment in other upper division meteorology courses.

2.3 Relationship of the proposed course to courses now offered by the department:

The department does not currently offer a course in meteorological instruments.

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

There are no courses offered at Western that are similar to or related to meteorological instruments.

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

Every university that offers a B.S. in Meteorology degree must offer a course in meteorological instruments. This includes schools such as Ball State University, Western Illinois University, and Valparaiso University.

3. Discussion of proposed course

3.1 Course objectives:

Through practice and operation, students will gain an understanding of the purpose and functions of meteorological instrumentation commonly found in weather stations.

3.2 Content outline:

Section One: Introduction

- Fundamentals of field measurement
- Data capture
- Field siting

Section Two: Radiation

- Longwave radiation
- Shortwave radiation
- Net radiation

Section Three: Temperature and Humidity

- Air temperature
- Soil temperature
- Humidity

Section Four: Pressure, Wind, and Precipitation

- Wind speed and direction
- Atmospheric pressure
- Precipitation
- Climatological measurement

3.3 Student expectations and requirements:

Grades will consist of two exams over lecture discussions (60%) and in-class assignments (40%).

3.4 Tentative texts and course materials:

Brock, F. V., 1984: Instructor's handbook on meteorological instrumentation. Atmospheric Technology Division, National Center for Atmospheric Research, 328 pp.

Brock, F. V., and Richardson, S. J., 2001: Meteorological measurement systems. Oxford University Press, 290 pp.

DeFelice, T. P., 1997: Introduction to meteorological instrumentation and measurement. Prentice Hall, 225 pp.

4. Resources

4.1 Library resources:

See attached library resource form and bibliography.

4.2 Computer resources:

No new additional resources required.

5. Budget implications

5.1 Proposed method of staffing:

Existing faculty will teach this course.

5.2 Special equipment needed:

Students will use instrumentation provided by the Kentucky Mesonet.

5.3 Expendable materials needed:

None.

5.4 Laboratory supplies needed:

None.

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Geography & Geology Department/Division

8/30/2006

OCSE College Curriculum Committee

9/7/2006

University Curriculum Committee

9/28/06

University Senate

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Ogden College of Science & Engineering
Department of Architectural and Manufacturing Sciences
Proposal to Revise a Program
(Action Item)

Contact Person: Greg Mills greg.mills@wku.edu Phone: 745-5850

1. Identification of program

- 1.1 Reference number: 533
- 1.2 Current program title: Construction Management
- 1.3 Credit hours: 73

2. Identification of the proposed changes:

- Removing the following courses from the major:
 - CE 326 Engineering Law (3 hrs)
 - CE 410 Soil Mechanics (3 hrs)
 - CE 411 Soil Mechanics Lab (1 hr)

- Adding the following courses to the major:
 - CM 326 Construction Law (3 hrs)
 - CM 346 Applied Soil Mechanics and Foundations (3 hrs)

- Update curriculum listing to reflect the new course number for a required course in the major
 - AMS 364 Architectural Documentation has been renumbered and is currently AMS 320 Architectural Documentation

- Update curriculum listing to reflect the change of combining a lecture and a lab into a single lecture/lab course
 - PHYS 201 College Physics I (a 3-hour lecture course) and PHYS 207 Laboratory for College Physics I (a 1-hour lab) were changed into a single lecture/lab course and is currently PHYS 201 College Physics I (a 4-hour lecture/lab course).

3. SEE BELOW.

4. Rationale for proposed program revisions:

- Changes to the program are based upon requirements from our accreditation agency, American Council for Construction Education (ACCE), national trends outlined by professional societies, input from our Construction Management and Architectural Advisory Board (CMAAB), and quality practices at sister institutions.
- A Construction Law course is required by our accreditation agency, ACCE. Currently, CE 326 Engineering Law is required; however, this course is designed for engineering students and does not fully suit the needs of our Construction Management program. CM 326 Construction Law will replace CE 326 in the curriculum.
- A Soil Mechanics course is required by our accreditation agency, ACCE, as stated in their requirements for Design Theory of Construction Science. Currently, CE 410/411 Soil Mechanics and Lab are required; however, this lecture/lab combination does not fully suit the needs of our Construction Management program. CE 410 & CE 411 have more advanced prerequisites and were designed for Civil Engineering students. CM 346 Applied Soil Mechanics and Foundations (3 hrs) will replace CE 410/411 in the curriculum.
- The curriculum is being updated to reflect the new course number for a required course in the major. Course number AMS 364 has been changed to AMS 320.
- PHYS 201 (3-hour lecture) & PHYS 207 (1-hour lab) were combined into the single 4-hour lecture/lab course PHYS 201.

5. Proposed term for implementation and special provisions:

Spring 2007

6. Dates of prior committee approvals:

Department of Architectural & Manufacturing Sciences 3/13/06

Ogden College Curriculum Committee 9/07/06

University Curriculum Committee 9/28/06

University Senate

Attachment: Program Inventory Form

3. Detailed program description:

CONSTRUCTION MANAGEMENT (NEW)			74	74	CONSTRUCTION MANAGEMENT		
CADD for Architecture	AMS 202	3		3	AMS 202	CADD for Architecture	
Construction Methods and Materials	AMS 261	3		3	AMS 361	Construction Method Materials	
Industrial Statistics	AMS 271	3		3	AMS 271	Industrial Statistics	
Survey of Building Systems	AMS 325	3		3	AMS 325	Survey of Building Sys	
Architectural Documentation	AMS 364	4		4	AMS 364	Architectural Documen	
Tech Mgmt/Supervision/Team Bldg	AMS 430	3		3	AMS 430	Tech Mgmt/Supervision	
Senior Research	AMS 490	3		3	AMS 490	Senior Research	
Surveying I	CE 160	3		3	CE 160	Surveying I	
Surveying I Lab	CE 161	1		1	CE 161	Surveying I Lab	
Construction Management	CE 303	3		3	CE 303	Construction Management	
Construction Management Lab	CE 304	1		1	CE 304	Construction Management	
Equipment & Methods	CE 316	3		3	CE 316	Equipment & Methods	
Engineering Law	CE 326	3		3	CE 326	Engineering Law	
Estimating, Bidding, & Scheduling	CE 360	3		3	CE 360	Estimating, Bidding, & Scheduling	
Materials of Construction	CE 370	3		3	CE 370	Materials of Constructi	
Soil Mechanics	CE 410	3		3	CE 410	Soil Mechanics	
Soil Mechanics Lab	CE 411	1		1	CE 411	Soil Mechanics Lab	
Construction Administration	CE 416	3		3	CE 416	Construction Administr	
Applied Statics	CM 227	3		3	EM 221	Statics	
Applied Strength of Materials	CM 337	3		3	CM 337	Applied Strength of Ma	
Applied Strength of Materials Lab	CM 339	1		1	CM 339	Applied Strength of Ma	
Basic Structural Design	CM 356	3		3	CM 356	Basic Structural Design	
Computer Applications in CM	CM 361	3		3	CM 361	Computer Applications	
Financial Accounting	ACCT 200	3		3	ACCT 200	Financial Accounting	
Managerial Accounting	ACCT 201	3		3	ACCT 201	Managerial Accounting	
Business Law	MGT 301	3		3	MGT 301	Business Law	
Human Resources Management	MGT 311	3		3	AMS 390	Project Planning or C	
GENERAL EDUCATION			46	46			
Category A							
	ENG 100	3		3	ENG 100		
	ENG 300	3		3	ENG 300		
	Foreign Lang	3		3	Foreign Lang		
	Public Speaking	3		3	Public Speaking		
Category B							
	ENG 200	3		3	ENG 200		
	Category B-II	3		3	Category B-II		

	Category			Category	
	B-II	3		3 B-II	
	HIST			HIST	
Category C	119/120	3		3 119/120	
	ECON 202	3		3 ECON 202	
	Category C	3		3 Category C	
Category D	GEOL 111	3		3 GEOL 111	
	GEOL 113	1		1 GEOL 113	
	PHYS 201	3		3 PHYS 250	
	PHYS 207	1		1 PHYS 251	
	MATH 122	3		3 MATH 122	
Category E	Cultures	3		3 Cultures	
Category F	SFTY 171	1		1 SFTY 171	
	PE	1		1 PE	
OTHER REQUIREMENTS		9		9	
Freshman Experience	AMS 175	2		2 UC 101	Freshman Seminar
Calculus of a Single Variable II	MATH 132	3		3 MATH 132	Calculus of a Single Variable II
Intro to College Chemistry	CHEM 116	3		3 CHEM 104	Chemistry & Technology
College Chemistry I Lab	CHEM 106	1		1 CHEM 106	College Chemistry I Lab
Grand Total Semester Hours:		129		129	

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

Contact Person: Shane Palmquist e-mail: shane.palmquist@wku.edu Phone: 5-2919

1. Identification of program

- 1.1 Reference Number: 405
- 1.2 Current Program Title: Minor in Land Surveying
- 1.3 Credit hours: 21.0

2. Identification of the proposed changes:

Change in course titles:

CE160/161 Surveying I and Lab to Principles of Surveying and Lab
CE 380/381 Surveying II and Lab to Boundary Surveying and Lab

Delete courses:

CE 480/481 Surveying III and Lab
RS 273C Real Estate Law
GEOG 319 Cartographic Design for GIS

Add courses:

CE 378/379 Route Surveying and Lab
GEOG 217 Fundamentals of Geographic Information Systems
GEOG 317 Geographic Information Systems
GEOG 414 Remote Sensing Fundamentals

Increase the number of credit hours in the program from 21 to 26.

3. Detailed program description:

Current Program:		Proposed Program:	
AMS 202 Architectural Drafting	3.0	AMS 202 Architectural Drafting	3.0
CE 160 Surveying I	3.0	CE 160 Principles of Surveying	3.0
CE 161 Surveying I Lab	1.0	CE 161 Principles of Surveying Lab	1.0
CE 380 Surveying II	3.0	CE 380 Boundary Surveying	3.0
CE 381 Surveying II Lab	1.0	CE 381 Boundary Surveying Lab	1.0
CE 480 Surveying III	3.0	CE 378 Route Surveying	3.0
CE 481 Surveying III Lab	1.0	CE 379 Route Surveying Lab	1.0
RE 273C Real Estate Law	3.0	GEOG 217 Fundamentals of GIS	4.0
GEOG 319 Cartographic Design	3.0	GEOG 317* GIS	3.0
		GEOG 414 Remote Sensing	4.0
TOTAL: 21.0		TOTAL: 26.0	
*Note, GEOG 318 GIS for Engineers can be taken instead of GEOG 317.			

4. Rationale for proposed program revisions:

The purpose of the Minor in Land Surveying (reference number 405) is to give undergraduate students an opportunity to pursue licensure as a professional surveyor in the state of Kentucky. Also, the minor gives students majoring in civil engineering an opportunity to study additional topics in surveying that are recommended by the Kentucky Board of Licensure for Professional Engineers and Land Surveyors. All students successfully completing the minor will be permitted to take the Fundamentals in Land Surveying (FLS) examination in the state of Kentucky.

The changes in the minor result from changes in Kentucky Administrative Regulations (KAR) 201 18:092 Surveying Core Curriculum and Kentucky Revised Statutes (KRS) 322.045 Requirements for Licensure as a Professional Land Surveyor – Education. Any post-graduate student with a baccalaureate degree who desires to take the Fundamentals of Land Surveying (FLS) examination as a first step to licensure as a professional land surveyor, is required by statute to have 24.0 credit hours from the core curriculum in land surveying. The existing minor requires only 21.0 credit hours.

Renaming CE 160/161 and CE 380/381 and adding CE 378/379 gives the civil engineering program more flexibility. Currently, students are required to take CE 160/161, CE 380/381, and CE 480/481 in that order. With the proposed changes, students will take CE 160/161 first but then they can take CE 378/379 or CE380/381 in any order. Renaming these courses and adding CE 378/379 is also more consistent with the surveying core curriculum as required by 201 KAR 18:092 for professional licensure.

Cartographic Design for GIS (GEOG 319) is no longer offered. The requirements of the statute require more knowledge of geographic information systems. As a result, Fundamentals of Geographic Information Systems (GEOG 217), Geographic Information Systems (GEOG 317), and Remote Sensing Fundamentals (GEOG 414) have been added for completion of the minor.

Real Estate Law (RE 273C) is no longer offered. The statute requires knowledge of boundary law, which will be covered in Boundary Surveying (CE 380).

5. Proposed term for implementation and special provisions:

Term: Spring, 2007

Provisions, if applicable: None

6. Dates of prior committee approvals:

Engineering Department/Division	<u>4/21/2006</u>
OCSE Curriculum Committee	<u>5/04/2006</u>
University Curriculum Committee	<u>9/28/06</u>
University Senate	<u></u>

Attachment: [Program Inventory Form](#)

Office of the Registrar

Program Inventory Form

Proposal Date: August 30, 2006

**Ogden College of Science and Engineering
Department of Geography and Geology
PROPOSAL TO REVISE A PROGRAM
(Action Item)**

Contact Person: David Keeling (david.keeling@wku.edu), 745-4555

1. Identification of program:

- 1.1 Reference number: 674
- 1.2 Current program title: Geography Major
- 1.3 Credit hours: 36 Semester Hours Minimum

2. Identification of the proposed changes:

PROGRAM:

- Restructure the program requirements as detailed below.
- Add an Honors concentration to the program

CONCENTRATION CHANGES:

- For each of the six program concentrations, require one course to be an independent research, study abroad, field camp, practicum, or other supervised research course (see attached below).

City and Regional Planning (GRCR):

- Add a required Research/Practicum/Study Abroad experience (GEOG 475 or 495).
- Reduce the elective hours requirement from 7 to 4 hours.

GIS and Spatial Analysis (GRCG):

- Add a required Research/Practicum/Study Abroad experience (GEOG 475 or 495).
- Reduce the elective hours requirement from 6 to 3 hours.

General Geography (GRBG):

- Add a required Research/Practicum/Study Abroad experience (GEOG 475 or 495).
- Reduce the elective hours requirement from 7 to 4 hours and change the requirement to any 4 hours of upper division courses..

Meteorology and Climatology (GRMC):

- Add a required Research/Practicum/Study Abroad experience (GEOG 475 or 495).
- Reduce the elective hours requirement from 6 to 3 hours and add GEOG 432 and GEOG 431.
- Change PHYS 201/207 requirement to PHYS 201.
- Delete GEOG 431 and add GEOG 325 in the program requirements section.

Environmental Planning (GREM):

- Add a required Research/Practicum/Study Abroad experience (GEOG 475 or 495).
- Reduce the elective hours requirement from 7 to 4 hours.

Sustainable Development (GRIS):

- Delete this concentration

Cultural Geography (GRCU):

- Add this concentration.

HONORS CONCENTRATION:

- Add a 36-hour Honors concentration to the program.

3. Detailed program description:

The current and proposed program concentration structures and requirements are:

Current Program Tracks	Proposed Program Tracks
<i>City and Regional Planning</i>	<i>City and Regional Planning</i>
Program Requirements 29 hours [100, 101 OR 110, 217, 240, 300, 317, 391, 484, 488, 499]	Program Requirements 32 hours [100, 101 OR 110, 217, 240, 300, 317, 391, 475 or 495 , 484, 488, 499]
Program Electives <u>7 hours</u> [208, 209, 350, 360, 417, 419, 423, 451, 474, 480, 487, 495]	Program Electives <u>4 hours</u> [208, 209, 350, 360, 417, 419, 423, 451, 474, 480, 487]
Program Total 36 hours	Program Total 36 hours
<i>Additional Requirements:</i>	<i>Additional Requirements:</i>
Math 118 5 hours	Math 118 5 hours
(or MATH 116 + 117 6 hours)	(or MATH 116 + 117 6 hours)
<i>GIS and Spatial Analysis</i>	<i>GIS and Spatial Analysis</i>
Program Requirements 30 hours [100, 101 OR 110, 217, 300, 317, 391, 414, 417, 419, 499]	Program Requirements 33 hours [100, 101 OR 110, 217, 300, 317, 391, 414, 417, 419, 475 or 495 , 499]
Program Electives <u>6 hours</u> [416, 423, 474, 477, 484, 495, 497]	Program Electives <u>3 hours</u> [416, 423, 474, 477, 484, 497]
Program Total 36 hours	Program Total 36 hours
<i>Additional Requirements:</i>	<i>Additional Requirements:</i>
Math 118 5 hours	Math 118 5 hours
(or Math 116 + 117) (6 hours)	(or Math 116 + 117) (6 hours)
CIS or CS 226, or CS 230 3 hours	CIS or CS 226, or CS 230 3 hours
AMS 202 3 hours	AMS 202 3 hours
<i>General Geography</i>	<i>General Geography</i>
Program Requirements 29 hours [100 OR GEOL 102, 101, 110, 217, 200 or 278, 300, 391, 350 or 360, 444 or 464, 499]	Program Requirements 32 hours [100 OR GEOL 102, 101, 110, 217, 200 or 278, 300, 391, 350 or 360, 444 or 464, 475 or 495 , 499]
Program Electives 7 hours [208 or 209, plus any 6 hours of upper-division courses]	Program Electives <u>4 hours</u> [Any 4 hours of upper-division courses]
Program Total 36 hours	Program Total 36 hours
<i>Additional Requirements:</i>	<i>Additional Requirements:</i>
Math 118 5 hours	Math 118 5 hours
(or Math 116 + 117) (6 hours)	(or Math 116 + 117) (6 hours)
<i>Meteorology and Climatology</i>	<i>Meteorology and Climatology</i>
Program Requirements 30 hours [100 or Geol 102, 101 OR 110, 121, 217, 300, 391, 422, 424 OR 426, 431,	Program Requirements 33 hours [100 or Geol 102, 101 OR 110, 121, 217, 300, 325 , 391, 422, 424 OR 426,

499]	475 or 495, 499]
Program Electives <u>6 hours</u> [122, 222, 310, 328, 416, 424 or 426, 429, 455]	Program Electives 3 hours [122, 222, 310, 328, 416, 424 or 426, 429, 431, 432, 455]
Program Total 36 hours	Program Total 36 hours
<i>Additional Requirements:</i>	<i>Additional Requirements:</i>
Physics 201 /207 4 hours	Physics 201 4 hours
Math 122 3 hours	Math 122 3 hours
<i>Environmental Planning</i>	<i>Environment and Sustainable Development</i>
Program Requirements 29 hours [100 OR GEOL 102, 101 OR 110, 217, 280, 300, 328, 391, 471, 474, 499]	Program Requirements 32 hours [100 OR GEOL 102, 101 OR 110, 217, 280, 300, 328, 391, 471, 474, 475 or 495, 499]
Program Electives <u>7 hours</u> [208, 209, 310, 317, 350, 414, 417, 419, 444, 452, 455, 487, GEOL 415]	Program Electives <u>4 hours</u> [208, 209, 310, 317, 350, 414, 417, 419, 444, 452, 455, 487, GEOL 415]
Program Total 36 hours	Program Total 36 hours
<i>Additional Requirements:</i>	<i>Additional Requirements:</i>
Math 118 5 hours (or Math 116 + 117) (6 hours)	Math 118 5 hours (or Math 116 + 117) (6 hours)
One Ethics Class – May be satisfied by taking PHIL 320 or GEOG 444	One Ethics Class – May be satisfied by taking PHIL 320 or GEOG 444
<i>Sustainable Development</i>	
Program Requirements 29 hours [100, 101 OR 110, 217, 280, 300, 360, 391, 471, 480, 499]	Deleted
Program Electives <u>7 hours</u> [208, 209, 210, 278, 317, 350, 414, 425, 444, 451, 455, 464, 485, 495]	
Program Total 36 hours	
<i>Additional Requirements:</i>	
One Ethics Class – May be satisfied by taking PHIL 320 or GEOG 444	
Math 118 5 hours (or Math 116 + 117) (6 hours)	
	<i>Cultural Geography</i>
	Program Requirements 32 hours [100 OR GEOL 102, 101, 110, 217, 278, 300, 391, 430, 451, 475 or 495, 499]
	Program Electives <u>4 hours</u> [Any upper division courses]
	Program Total 36 hours
	<i>Additional Requirements:</i>
	Math 118 5 hours (or Math 116 + 117) (6 hours)
	<i>Geography Honors</i>
	Program Requirements 30 hours [100 (Honors), 110 (Honors), 217, 300, 391, HONS 300, HONS 301,

	Honors Enriched Embedded Courses (10 hours), 499]
	Program Electives <u>6 hours</u> [HONS 403 Thesis (6 hours), or 6 hours of 475 or 495]
	Program Total 36 hours
	<i>Additional Requirements:</i>
	Math 118 5 hours
	(or Math 116 + 117) (6 hours)
	One Ethics Class – May be satisfied by taking PHIL 320 or GEOG 444

4. Rationale for proposed program revisions:

Add a required Research/Practicum/Study Abroad experience (GEOG 475 or 495):

- As part of the WKU Quality Enhancement Program (QEP) initiative, **the department** now requires all students to complete a 3-hour course in a study abroad program, field camp, internship, or in a supervised practicum experience. **Project-based learning** clearly adds value to the program and encourages students to seek out opportunities to build skills beyond the traditional classroom setting. This revision also supports the university's mission of "preparing students for success in a global society."
- As a consequence of adding three hours to the required courses, the elective hours are reduced by three for each of the six concentrations. In the GRMC concentration, a new course – GEOG 325 – has been added to the required courses, and GEOG 431 and GEOG 432 are added as approved electives.

Delete PHYS 207 from the additional requirements for GRMC:

- The Physics Department has incorporated PHYS 207 into PHYS 201, which is now a 4-hour course including the laboratory component.

Add GEOG 325 as a required course in the GRMC concentration:

- A new series of courses is being developed for the proposed BS in Meteorology. GEOG 325 (Meteorological Instrumentation) is a new course that provides a more focused set of skills than GEOG 431. GEOG 431 is being added to the list of approved electives.

Change the title of the Environmental Planning concentration:

- As a consequence of deleting the Sustainable Development concentration, the title of the Environmental Planning concentration is changed to **Environment and Sustainable Development**.

Delete the Sustainable Development concentration:

- This concentration has no majors enrolled. Most students interested in sustainable development enroll in the Environmental concentration. There is significant overlap in these two concentrations, so they are now combined into one concentration titled **Environmental and Sustainable Development**.

Add a Cultural Geography concentration:

- New initiatives with Mammoth Cave and economic changes in the Commonwealth have increased demand for a concentration in Cultural Geography. Faculty expertise in this area will provide vibrant learning opportunities for students.

Add an Honors concentration to the Geography program:

- In collaboration with the Honors Program, the Department is adding a Geography Honors option to the program. This option is designed to enhance learning and research opportunities for students majoring in Geography who qualify for Honors eligibility.

5. Proposed term for implementation: Fall 2007

6. Dates of prior committee approvals:

Department of Geography and Geology _____8/30/2006_____

OCSE Curriculum Committee _____9/7/2006_____

University Curriculum Committee _____

University Senate _____

Geography Major		Concentration						
Courses	Hrs	City and Regional Planning	GIS & Spatial Analysis	General Geography	Meteorology & Climatology	Environment & Sustainable Development	Cultural Geography	Honors
A. Track Requirements								
Physical Course	3	100	100	100 or 102	100 or 102	100 or 102	100 or 102	HONS 100
Cultural Course	3	101 or 110	101 or 110	101	101 or 110	101 or 110	101	HONS 110
Cartography GIS	4	217	217	217	217	217	217	217
Research Methods	3	300	300	300	300	300	300	300
Geostatistics	3	391	391	391	391	391	391	391
Foundation Courses	6-7	240, 317	317, 414 (4 hours)	110, 200 or 278	121, 325	280, 328	110, 278	Honors Colloquia 3 hrs
Advanced Courses	6-7	484, 488	417, 419	350 or 360 444 or 464	422, 424 or 426	471, 474	430, 451	HEEC GEOG 10 hrs
Research/Practicum	3	475 or 495	475 or 495	475 or 495	475 or 495	475 or 495	475 or 495	See below
Professional Prep	1	499	499	499	499	499	499	499
Total Required Hours		32	33	32	33	32	32	30
B. Track Electives								
Choose From	3-4	208, 209, 350, 360, 414, 417, 419, 423, 451, 474, 480, 487	416, 423, 474, 477, 484, 497	Any 4 hours of UD courses	122, 222, 310, 328, 416, 424 or 426, 429, 431, 432, 455	208, 209, 310, 317, 350, 414, 417, 419, 444, 452, 455, 487, Geol 415	Any 4 hours of UD courses.	Honors Thesis or Research HON 403 or GEOG 475 and 495
Total Elective Hours		4	3	4	3	4	4	6
Total Track Hours	36	36	36	36	36	36	36	36
C. Other Requirements								
Mathematics		118 (116+117)	118 (116+117)	118 (116+117)	122	118 (116+117)	118 (116+117)	118 (116+117)
Programming		X	CS/CIS 226 or CS 230	X	X	X	X	X
Physics or Autocad		X	AMS 202	X	PHYS 201	X	X	X

Ethics		x	x	x	x	PHIL 320 or GEOG 444	X	PHIL 320 or GEOG 444
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Proposal Date: 4/10/2006

Ogden College of Science and Engineering
Department of Engineering
Proposal to Create a New Certificate Program
(Action Item)

Contact Person: Shane Palmquist e-mail: shane.palmquist@wku.edu Phone: 5-2919

1. Identification of program

1.1 Title: Certificate in Land Surveying

1.2 Required hours in program:

- 15 hours for students completing an undergraduate civil engineering degree.
- 15 hours for holders of baccalaureate degrees in civil engineering, mining, or agricultural engineering accredited by ABET.
- 26 hours for post-graduates with any baccalaureate degree from a college or university.

1.3 Special information:

- i. The purpose of the certificate is to target undergraduate students majoring in civil engineering and post-graduate students, who may or may not have a civil engineering, mining, or agricultural engineering degree accredited by the Accreditation Board of Engineering and Technology (ABET) who wish to pursue licensure as professional surveyors in the state of Kentucky.
- ii. Only undergraduate students and post-graduate students who complete this certificate or students who meet the requirements of the Minor in Land Surveying will be permitted to take the Fundamentals of Land Surveying (FLS) examination as administered by the Kentucky Board of Licensure for Professional Engineers & Land Surveyors. This exam is the first required exam of two that are required for licensure as a professional land surveyor in the state of Kentucky.

1.4 Catalog description:

Undergraduate students majoring in civil engineering or post-graduate students with baccalaureate degrees in civil engineering, mining, or agricultural engineering accredited by the Accreditation Board for Engineering and Technology (ABET) may obtain a Certificate in Land Surveying in order to pursue licensure as a professional surveyor in the state of Kentucky by completing the following courses (15.0 credit hours):

AMS 202	Architectural Drafting	3.0
CE 160	Principles of Surveying	3.0
CE 161	Principles of Surveying Lab I	1.0
CE 378	Boundary Surveying	3.0
CE 379	Boundary Surveying Lab	1.0
CE 380	Route Surveying	3.0

CE 381	Route Surveying Lab	<u>1.0</u>
TOTAL =		15.0

Post-graduate students with baccalaureate degrees in majors other than civil engineering, mining, or agricultural engineering may obtain a Certificate in Land Surveying in order to pursue licensure as a professional surveyor in the state of Kentucky by completing the following courses (26.0 credit hours):

AMS 202	Architectural Drafting	3.0
CE 160	Principles of Surveying	3.0
CE 161	Principles of Surveying Lab I	1.0
CE 378	Boundary Surveying	3.0
CE 379	Boundary Surveying Lab	1.0
CE 380	Route Surveying	3.0
CE 381	Route Surveying Lab	1.0
GEOG 217	Fundamentals of GIS	4.0
GEOG 317*	GIS	3.0
GEOG 414	Remote Sensing	<u>4.0</u>
TOTAL =		26.0

*Note, GEOG 318 GIS for Engineers may be taken instead of GEOG 317.

2. Objectives of the proposed certificate program:

Students who successfully complete the certificate program will qualify to take the Fundamentals of Land Surveying (FLS) examination as administered by the Kentucky Board of Licensure for Professional Engineers & Land Surveyors.

3. Rationale

3.1 Reasons for developing the proposed certificate program:

The courses required by the proposed certificate program were chosen based on the Kentucky Board of Licensure for Professional Engineers & Land Surveyors requirements to pursue professional licensure according to Kentucky Revised Statutes (KRS) 322. See (Sections 1.3 and 1.4.)

3.2 Relationship of proposed certificate program to other programs offered by the department:

The civil engineering program within the Department of Engineering offers a 26-hour Minor in Land Surveying to undergraduate students. The certificate program is designed for undergraduates who do not choose the minor and for post-graduate students who are not eligible to complete a minor.

3.3 Relationship of proposed certificate program to certificate programs offered in other departments:

None.

3.4 Projected enrollment in the proposed certificate program:

About 5 to 10 students per year based on undergraduate student interest and post-graduates who have expressed interest in becoming licensed professional surveyors in the state of Kentucky.

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

No other institution in the state of Kentucky offers such a certificate program.

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

The mission of Western is to prepare students to be productive citizens of a global society and provide service and lifelong learning opportunities for its constituents. This certificate program prepares students to be productive citizens within this field of study. Surveying is the study of the land on the earth's surface. For our town, city, county, state, nation, and country to properly function in a global society of other communities requires an understanding of the methods and procedures of surveying, especially in regards to global prosperity and harmony. The field of surveying is changing significantly due to advances in modern technology such as geographic information systems (GIS) as well as global positioning systems (GPS). Such advances require students to be lifelong learners in this field of study. The need to be lifelong learners is encouraged throughout all of the courses as required by this certificate program.

4. Curriculum:

Undergraduate students majoring in civil engineering or post-graduate students with baccalaureate degrees in civil engineering, mining, or agricultural engineering accredited by the Accreditation Board for Engineering and Technology (ABET) may obtain a Certificate in Land Surveying in order to pursue licensure as a professional surveyor in the state of Kentucky by completing the following courses (15.0 credit hours):

AMS 202	Architectural Drafting	3.0
CE 160	Principles of Surveying	3.0
CE 161	Principles of Surveying Lab I	1.0
CE 378	Boundary Surveying	3.0
CE 379	Boundary Surveying Lab	1.0
CE 380	Route Surveying	3.0
CE 381	Route Surveying Lab	<u>1.0</u>
TOTAL =		15.0

Post-graduate students with baccalaureate degrees in majors other than civil engineering, mining, or agricultural engineering may obtain a Certificate in Land Surveying in order to pursue licensure as a professional surveyor in the state of Kentucky by completing the following courses (26.0 credit hours):

AMS 202	Architectural Drafting	3.0
CE 160	Principles of Surveying	3.0
CE 161	Principles of Surveying Lab I	1.0
CE 378	Boundary Surveying	3.0
CE 379	Boundary Surveying Lab	1.0
CE 380	Route Surveying	3.0

CE 381	Route Surveying Lab	1.0
GEOG 217	Fundamentals of GIS	4.0
GEOG 317*	GIS	3.0
GEOG 414	Remote Sensing	<u>4.0</u>
		TOTAL = 26.0

*Note, GEOG 318 GIS for Engineers can be taken instead of GEOG 317.

5. Budget implications:

None.

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Engineering Department/Division	<u>4/21/2006</u>
OCSE College Curriculum Committee	<u>5/04/2006</u>
University Curriculum Committee	<u>9/28/06</u>
University Senate	<u></u>

Attachments: [Program Inventory Form](#)

Office of the Registrar

Program Inventory Form

College of Health and Human Services (CHHS)
Office of the Dean
58912

REPORT TO THE UNDERGRADUATE CURRICULUM COMMITTEE

Date: September 18, 2006

The following items are being forwarded for consideration at the September 28, 2006 meeting:

Type of Item	Description of Item and Contact Information
Information	NURS 316: Mental Health Nursing: Health Alterations across the Lifespan Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579
Information	NURS 328: Medical-Surgical Nursing I: Health Alterations Across the Lifespan Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579
Information	NURS 414: Nursing Care of Women, Infants, and Children Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579
Information	NURS 428: Medical-Surgical Nursing II - Health Alterations Across the Lifespan Contact: Donna Blackburn donna.blackburn@wku.edu 5-3579
Consent	Proposal to Revise Course Prerequisites/Corequisites HCA 340: Health Care Organization and Management Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Consent	Proposal to Revise Course Prerequisites/Corequisites HCA 343: Quality Management for Healthcare Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Consent	Proposal to Revise Course Prerequisites/Corequisites HCA 344: Health Systems Management Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Consent	Proposal to Revise Course Prerequisites/Corequisites HCA 345: Long-Term Care Administration Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Consent	Proposal to Revise Course Prerequisites/Corequisites HCA 383: Statistical Applications in Healthcare

	Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Consent	Proposal to Revise Course Prerequisites/Corequisites HCA 441: Legal Aspects/Health Care Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Consent	Proposal to Revise Course Prerequisites/Corequisites HCA 442: Principles and Methods of Health Planning Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Consent	Proposal to Revise Course Prerequisites/Corequisites HCA 446: Health Care Informatics Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Consent	Proposal to Revise Course Prerequisites/Corequisites HCA 447: Information Systems Laboratory Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Consent	Proposal to Revise Course Prerequisites/Corequisites HCA 448: Health Care Analysis and Evaluation Contact: Charles Wainright charles.wainright@wku.edu 5-5868
Consent	Proposal to Revise Course Prerequisites/Corequisites PH 383: Biostatistics in the Health Sciences Contact: Ning Lu ning.lu@wku.edu 5-5260
Action	Proposal to Create a New Course DH 115: Independent Clinical Study Contact: Lynn Austin lynn.austin@wku.edu 5-3827
Action	Proposal for an Exception to Academic Policy Contact: Barbara Bush barbara.bush@wku.edu 5-3825

MEMORANDUM

To: UCC Members

From: Dr. Donna Blackburn
Nursing Department Head

Date: September 13, 2006

Re: Scheduling of nursing lecture and clinical/lab components

It has been determined that the course proposals submitted and approved by the UCC on March 28, 2006 for NURS 328, 316, 428 and 414 did not appropriately convey how the Department of Nursing intended to schedule the courses. To accomplish scheduling the lecture and clinical/lab components as separate sections at separate times, the courses need to be set up as "variable credit" (0-6 hours) with schedule type of L (lecture) and H (clinical) {or B lab} as follows:

NURS 328 [lecture = 6 hours, lab/clinical = 0 hours];
NURS 316 [lecture = 3 hours, lab/clinical = 0 hours];
NURS 428 [lecture = 5 hours, lab/clinical = 0 hours];
NURS 414 [lecture = 6 hours, lab/clinical = 0 hours].

This alteration in the proposal is not a change to the substance of the course, but is rather a detail to accommodate the desired scheduling arrangement. I apologize for this error and appreciate your assistance in helping us meet our goals to continuously improve our nursing curriculum.

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Proposal Date: 2/24/2006

Contact Person: Charles Wainright, Ph.D. E-mail: charles.wainright@wku.edu

Phone: 5-5868

1. Identification of course

- 1.1 Course prefix (subject area) and number: HCA 340
- 1.2 Course title: Health Care Organization and Management
- 1.3 Credit hours: 3.0 hours

2. Current prerequisites/corequisites/special requirements:

Prerequisites: **PH 381**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites:

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

Prerequisite no longer required for entry into this introductory course.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: eg. Spring, 2007

7. Dates of prior committee approvals:

HCA Committee 2/24/2006

Department of Public Health Department/Division 4/28/06

CHHS Curriculum Committee 9/5/06

University Curriculum Committee _____

University Senate _____

Attachment: [Course Inventory Form](#)

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Proposal Date: 2/24/2006

Contact Person: Charles Wainright, Ph.D. E-mail: charles.wainright@wku.edu

Phone: 5-5868

1. Identification of course

- 1.1 Course prefix (subject area) and number: HCA 343
- 1.2 Course title: Quality Management for Healthcare
- 1.3 Credit hours: 3.0 hours

2. Current prerequisites/corequisites/special requirements:

Prerequisite: **HCA 340**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: **HCA 340 or Permission of instructor**

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

Course can be taken in same semester as HCA 340, therefore no requirement to have a prerequisite.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: eg.Spring, 2007

7. Dates of prior committee approvals:

HCA Committee 2/24/2006

Department of Public Health Department/Division 4/28/06

CHHS Curriculum Committee 9/5/06

University Curriculum Committee _____

University Senate _____

Attachment: [Course Inventory Form](#)

Proposal Date: 2/24/2006

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Charles Wainright, Ph.D. E-mail: charles.wainright@wku.edu Phone: 5-5868

1. Identification of course

- 1.1 Course prefix (subject area) and number: HCA 344
- 1.2 Course title: Health Systems Management
- 1.3 Credit hours: 3.0 hours

2. Current prerequisites/corequisites/special requirements:

Prerequisite: **HCA 340, MGT 310, MATH 116, and PH 383**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: **HCA 340 or Permission of instructor**

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

Other prerequisites are not required prior to enrollment in this course.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: eg. Spring, 2007

7. Dates of prior committee approvals:

HCA Committee	2/24/2006
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Department of Public Health Department/Division	<u>4/28/06</u>
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CHHS Curriculum Committee	<u>9/5/06</u>
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University Curriculum Committee	_____
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University Senate	_____
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Attachment: [Course Inventory Form](#)

Proposal Date: 2/24/2006

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Charles Wainright, Ph.D. E-mail: charles.wainright@wku.edu Phone: 5-5868

1. Identification of course

- 1.1 Course prefix (subject area) and number: HCA 345
- 1.2 Course title: Long-Term Care Administration
- 1.3 Credit hours: 3.0 hours

2. Current prerequisites/corequisites/special requirements:

Prerequisites : **HCA 340**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: **HCA 340 or Permission of instructor**

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

Course may be taken with HCA 340. Addition of instructor permission increases flexibility.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: eg. Fall, 2007

7. Dates of prior committee approvals:

HCA Committee 2/24/2006

Department of Public Health Department/Division 4/28/06

CHHS Curriculum Committee 9/5/06

University Curriculum Committee _____

University Senate _____

Attachment: [Course Inventory Form](#)

Proposal Date: 2/24/2006

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Charles Wainright, Ph.D. E-mail: charles.wainright@wku.edu Phone: 5-5868

1. Identification of course

- 1.1 Course prefix (subject area) and number: HCA 383
- 1.2 Course title: Statistical Applications in Healthcare
- 1.3 Credit hours: 1.0 hour

2. Current prerequisites/corequisites/special requirements:

Prerequisite: **PH 383**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: **Permission of instructor**

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

Course sometimes taken a semester different from the lecture class (PH 383). Therefore, corequisite interferes with enrollment. Permission of instructor will enable instructor to review student eligibility.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: eg. Spring, 2007

7. Dates of prior committee approvals:

HCA Committee	2/24/2006
Department of Public Health Department/Division	<u>4/28/06</u>
CHHS Curriculum Committee	<u>9/5/06</u>
University Curriculum Committee	_____
University Senate	_____

Attachment: [Course Inventory Form](#)

Proposal Date: 2/24/2006

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Charles Wainright, Ph.D. E-mail: charles.wainright@wku.edu Phone: 5-5868

1. Identification of course

- 1.1 Course prefix (subject area) and number: HCA 441
- 1.2 Course title: Legal Aspects/Health Care
- 1.3 Credit hours: 3.0 hours

2. Current prerequisites/corequisites/special requirements:

Prerequisites: **HCA 340, 344, and 345 or 346**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: **HCA 340 or Permission of instructor**

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

Course only requires HCA 340. Instructor permission increases flexibility.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: eg. Spring, 2007

7. Dates of prior committee approvals:

HCA Committee 2/24/2006

Department of Public Health Department/Division 4/28/06

CHHS Curriculum Committee 9/5/06

University Curriculum Committee _____

University Senate _____

Attachment: [Course Inventory Form](#)

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Proposal Date: 2/24/2006

Contact Person: Charles Wainright, Ph.D. E-mail: charles.wainright@wku.edu Phone: 5-5868

1. Identification of course

- 1.1 Course prefix (subject area) and number: HCA 442
- 1.2 Course title: Principles and Methods of Health Planning
- 1.3 Credit hours: 3.0 hours

2. Current prerequisites/corequisites/special requirements:

Prerequisites: **HCA 340, 344, and 345 or 346**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: **HCA 344**

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

Only HCA 340 & HCA 344 considered required prerequisites for course.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: eg. Spring, 2007

7. Dates of prior committee approvals:

HCA Committee 2/24/2006

Department of Public Health Department/Division 4/28/06

CHHS Curriculum Committee 9/5/06

University Curriculum Committee _____

University Senate _____

Attachment: [Course Inventory Form](#)

Proposal Date: 2/24/2006

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Charles Wainright, Ph.D. E-mail: charles.wainright@wku.edu Phone: 5-5868

1. Identification of course

- 1.1 Course prefix (subject area) and number: HCA 446
- 1.2 Course title: Health Care Informatics
- 1.3 Credit hours: 3.0 hours

2. Current prerequisites/corequisites/special requirements:

Prerequisites : HCA 340 and CIS 141

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: HCA 340

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

Only HCA 340 considered required prerequisite for course.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: Spring, 2007

7. Dates of prior committee approvals:

HCA Committee	2/24/2006
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Department of Public Health Department/Division	<u>04/28/06</u>
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CHHS Curriculum Committee	<u>9/5/06</u>
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University Curriculum Committee	_____
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University Senate	_____
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Attachment: [Course Inventory Form](#)

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Proposal Date: 2/24/2006

Contact Person: Charles Wainright, Ph.D. E-mail: charles.wainright@wku.edu Phone: 5-5868

1. Identification of course

- 1.1 Course prefix (subject area) and number: HCA 447
- 1.2 Course title: Information Systems Laboratory
- 1.3 Credit hours: 1.0 hour

2. Current prerequisites/corequisites/special requirements:

Prerequisites: HCA 446

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: Permission of instructor

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

Corequisite requirement creates numerous registration problems if student takes lecture course (HCA 446) semester prior to Lab. Therefore instructor permission provides greater flexibility.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: Spring, 2007

7. Dates of prior committee approvals:

HCA Committee	2/24/2006
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Department of Public Health Department/Division	<u>04/28/06</u>
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CHHS Curriculum Committee	<u>9/5/06</u>
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University Curriculum Committee	_____
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University Senate	_____
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Attachment: [Course Inventory Form](#)

Proposal Date: 2/24/2006

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Charles Wainright, Ph.D. E-mail: charles.wainright@wku.edu Phone: 5-5868

1. Identification of course

- 1.1 Course prefix (subject area) and number: HCA 448
- 1.2 Course title: Health Care Analysis and Evaluation
- 1.3 Credit hours: 3.0 hours

2. Current prerequisites/corequisites/special requirements:

Prerequisites: **HCA 445 and Permission of instructor**

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: **HCA 344 and Permission of instructor**

4. Rationale for the revision of course prerequisites/corequisites/special requirements:

HCA 340 & HCA 344 are considered main required prerequisites for course. Instructor permission gives greater flexibility for course enrollment.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: Spring, 2007

7. Dates of prior committee approvals:

HCA Committee	2/24/2006
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Department of Public Health Department/Division	<u>04/28/06</u>
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CHHS Curriculum Committee	<u>9/5/06</u>
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University Curriculum Committee	_____
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University Senate	_____
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Attachment: [Course Inventory Form](#)

Proposal Date: 2/24/2006

**College Of Health And Human Services
Department of Public Health
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Ning Lu, Ph.D. E-mail: ning.lu@wku.edu Phone: 5-5260

- 1. Identification of course**
 - 1.1 Course prefix (subject area) and number: PH 383
 - 1.2 Course title: Biostatistics in the Health Sciences
 - 1.3 Credit hours: 3.0 hours
- 2. Current prerequisites/corequisites/special requirements:**
Prerequisites: **PH 381 and 3 hours math**
- 3. Proposed prerequisites/corequisites/special requirements:**
Prerequisites: **MATH 109 or MATH 116 or higher**
- 4. Rationale for the revision of course prerequisites/corequisites/special requirements:**
MATH courses 109 or higher are considered the main required prerequisite for course.
- 5. Effect on completion of major/minor sequence: None**
- 6. Proposed term for implementation: Spring, 2007**
- 7. Dates of prior committee approvals:**

HCA Committee	2/24/2006
Department of Public Health Department/Division	<u>4/28/06</u>
CHHS Curriculum Committee	<u>9/5/06</u>
University Curriculum Committee	_____
University Senate	_____

Attachment: [Course Inventory Form](#)

Proposal Date: 6/26/2006

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

Contact Person: Lynn Austin

E-mail: lynn.austin@wku.edu

Phone: 5-3827

1. Identification of proposed course
 - 1.1 Prefix and number: DH 115
 - 1.2 Title: Independent Clinical Study
 - 1.3 Abbreviated title: Ind.Clin.Study
 - 1.4 Credit hours and contact hours: 1-3 (16-32)
 - 1.5 Type of course: H (Clinical)
 - 1.6 None
 - 1.7 Catalog course listing:

Designed to afford students the opportunity to complete clinical requirements from the previous semester.
2. Rationale
 - 2.1 Reason for developing the proposed course:**

Students who do not complete clinical requirements during the semester have extra requirements the following semester. In many cases, these students are faced with an undue burden. Failure in one of the subsequent courses would result in dismissal from the program.
 - 2.2 Projected enrollment in the proposed course:

5-10
 - 2.3 Relationship of the proposed course to courses now offered by the department:

DH 115 is related to DH 121, DH 211, and DH 321 in that all are offered to complete clinical requirements.
 - 2.4 Relationship of the proposed course to courses offered in other departments:

N/A – specific to dental hygiene program only
 - 2.5 Relationship of the proposed course to courses offered in other institutions:

Most dental hygiene programs have courses designed to provide extra clinical time.
3. Discussion of proposed course
 - 3.1 Course objectives:
 - Complete clinical requirements remaining from the previous semester following protocol established in the corresponding course outline.
 - Provide opportunity to develop patient assessment and treatment skills without infringing on the next semester's requirements.
 - 3.2 Content outline:

To be determined by individual students needs.
Completion of radiography requirements
Completion of patient treatment requirements
Completion of Special Needs patients
 - 3.3 Student expectations and requirements:

Completion of unfulfilled course requirements.
 - 3.4 Tentative texts and course materials:

Bennett, J.D. & Rosenberg, M.B. (2002). *Medical Emergencies in Dentistry*. Saunders.
Nield-Gehrig, Jill S. (2000). *Fundamentals of Periodontal Instrumentation* (4th ed.). Lippincott, Williams and Wilkins.
Wilkins, Ester (2005). *Clinical Practice of the Dental Hygienist* (9th ed.). Lippincott, Williams and Wilkins.

Wynn, Richard; Meiller, Timothy & Crossley, Harold (2006). *Drug Information Handbook for Dentistry* (11th ed.). Lexi-Comp.

4. Resources

4.1 Library resources:

N/A

4.2 Computer resources:

N/A

5. Budget implications

5.1 Proposed method of staffing:

Existing faculty – Tuition revenue will be used to defray the cost of supervising dentist.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: **January, 2007**

7. Dates of prior committee approvals:

Allied Health Department/Division

8/21/06

CHHS Curriculum Committee

9/5/06

University Curriculum Committee

University Senate

**College of Health and Human Services
Department of Allied Health
Proposal for an Exception to an Academic Policy
(Action Item)**

Contact Person: Barbara Bush E-mail: barbara.bush@wku.edu Phone: 5-3825

1. Identification of proposed policy exception:

Waiver of 16 hours of the required 42 hours of upper division courses for transfer students seeking the baccalaureate degree in dental hygiene who have successfully completed an associate's degree from a dental hygiene program accredited through the American Dental Association's Commission on Dental Accreditation.

2. Catalog statement of existing policy:

"At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except minors in biology, dental hygiene, and mathematics and majors in social studies and art education). For this requirement of a minor in mathematics, consult the Department of Mathematics. There is no upper division requirement for the dental hygiene minor. Students with a major in social studies receive a 12 hour waiver in the upper division hour requirement in the major field. Art education majors receive a 6 hour waiver, and computer information system minors receive a 3 hour waiver." Page 25 of WKU Catalog, 2005-07

3. Statement of proposed policy exception: (changes in italics)

At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except minors in biology, dental hygiene, and mathematics and majors in social studies, art education, *and dental hygiene*). For this requirement of a minor in mathematics, consult the Department of Mathematics. There is no upper division requirement for the dental hygiene minor. Students with a major in social studies receive a 12 hour waiver in the upper division hour requirement in the major field. Art education majors receive a 6 hour waiver, and computer information system minors receive a 3 hour waiver. *Students with an associate's degree from a dental hygiene program accredited through the American Dental Association's Commission on Dental Accreditation receive a 16 hour waiver in the upper division hour requirement.*

4. Rationale for proposed policy exception:

Curriculum content of dental hygiene programs that are accredited through the American Dental Association's Commission on Dental Accreditation meet established standards. Western Kentucky University students, who complete an A.S. degree in Dental Hygiene, receive 16 of the 42 upper division hours from their dental hygiene courses while completing the associate's degree. Baccalaureate degree-seeking students transferring from an accredited associate's dental hygiene program have completed similar content but the courses may transfer for lower division credit only. It presents as a numbering discrepancy, not a content discrepancy.

5. Impact of proposed policy exception on existing academic or non-academic policies:

This exception would allow an easier articulation for these students transferring from community/junior colleges. Students will be expected to fulfill all other University requirements for degree completion (i.e. hours toward degree completion, residency requirements, etc.).

6. Proposed term for implementation: Fall 2006

7. Dates of prior committee approvals:

Department of Allied Health

4-17-06

CHHS Curriculum Committee

9/5/06_____

University Curriculum Committee

University Senate

**College of Education and Behavioral Sciences (CEBS)
Office of the Dean
54662**

REPORT TO THE UNDERGRADUATE CURRICULUM COMMITTEE

Date: September 7, 2006

The following items are being forwarded for information at the September 28, 2006 meeting:

Type of Action	Description of Item and Contact Information
Consent	Action: Revise Course Prerequisites/Corequisites Item: PSY 424 Contact person: Steven Haggbloom Email: steven.haggbloom@wku.edu Phone: 54427
Consent	Action: Revise Course Prerequisites/Corequisites Item: PSY 432 Contact person: Steven Haggbloom Email: steven.haggbloom@wku.edu Phone: 54427
Consent	Action: Revise Course Prerequisites/Corequisites Item: PSY 450 Contact person: Steven Haggbloom Email: steven.haggbloom@wku.edu Phone: 54427
Action	Action: Create a New Course Item: EDU 175-Univ. Experience-Education Contact person: Pam Jukes Email: pam.jukes@wku.edu Phone: 54485
Action	Action: Create a New Course Item: IECE 322 Contact person: Vicki Stayton Email: vicki.stayton@wku.edu Phone: 53450
Action	Action: Create a New Course Item: IECE 323 Contact person: Sylvia Dietrich Email: sylvia.dietrich@wku.edu Phone: 52317

Action	Action: Create a New Course Item: IECE 325 Contact person: Vicki Stayton Email: vicki.stayton@wku.edu Phone: 53450
Action	Action: Create a New Course Item: IECE 326 Contact person: Sylvia Dietrich Email: sylvia.dietrich@wku.edu Phone: 52317
Action	Action: Create a New Course Item: IECE 421 Contact person: Vicki Stayton Email: vicki.stayton@wku.edu Phone: 53450
Action	Action: Create a New Course Item: IECE 423 Contact person: Vicki Stayton Email: vicki.stayton@wku.edu Phone: 53450
Action	Action: Create a New Course Item: LTCY 310 Contact person: Pam Petty Email: pam.petty@wku.edu Phone: 52922
Action	Action: Multiple Revisions to a Course Item: IECE 420 Contact person: Vicki Stayton Email: vicki.stayton@wku.edu Phone: 53450
Action	Action: Multiple Revisions to a Course Item: IECE 493 Contact person: Vicki Stayton Email: vicki.stayton@wku.edu Phone: 53450
Action	Action: Multiple Revisions to a Course Item: IECE 494 Contact person: Vicki Stayton Email: vicki.stayton@wku.edu Phone: 53450
Action	Action: Revise a Program Item: BS in Education Interdisciplinary Early Childhood Education Contact person: Vicki Stayton Email: vicki.stayton@wku.edu Phone: 53450

Proposal Date: 1/30/2006

**College Of Education And Behavioral Sciences
Department of Psychology
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Steven J. Haggbloom e-mail: steven.haggbloom@wku.edu Phone: -54427

- 1. Identification of course**
 - 1.1 Course prefix (subject area) and number: PSY 424
 - 1.2 Course title: Topics in Developmental Psychology
 - 1.3 Credit hours: 3.0
- 2. Current prerequisites/corequisites/special requirements:**
Pre-reqs : **PSY 199 or PSY 321**
- 3. Proposed prerequisites/corequisites/special requirements:**
Prerequisites : **PSY 199 or PSY 321, and junior standing or permission of the instructor**
- 4. Rationale for the revision of course prerequisites/corequisites/special requirements:**
This is a senior-level course that is also offered for graduate credit, and the material is taught at the advanced undergraduate level, making it unsuitable for some lower-division students.
- 5. Effect on completion of major/minor sequence: This change should have little or no effect on completion of the major.**
- 6. Proposed term for implementation:** Fall, 2007
- 7. Dates of prior committee approvals:**

Psychology Department/Division	3/17/2006
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CEBS Curriculum Committee	6/6/2006
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University Curriculum Committee	9/28/06
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University Senate	_____
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Attachment: [Course Inventory Form](#)

**College Of Education And Behavioral Sciences
Department of Psychology
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Attachment: Course Inventory Form

Proposal Date: 1/30/2006

**College Of Education And Behavioral Sciences
Department of Psychology
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Steven J. Haggbloom e-mail: steven.haggbloom@wku.edu Phone: -54427

- 1. Identification of course**
 - 1.1 Course prefix (subject area) and number: PSY 450
 - 1.2 Course title: Introduction to Personality Theories
 - 1.3 Credit hours: 3.0
- 2. Current prerequisites/corequisites/special requirements:**
Pre-reqs : **Six hours of psychology, including PSY 100.**
- 3. Proposed prerequisites/corequisites/special requirements:**
Prerequisites : **Six hours of psychology, including PSY 100, and junior standing or permission of the instructor**
- 4. Rationale for the revision of course prerequisites/corequisites/special requirements:**
This is a senior-level course that is also offered for graduate credit, and the material is taught at the advanced undergraduate level, making it unsuitable for some lower-division students.
- 5. Effect on completion of major/minor sequence: This change should have little or no effect on completion of the major.**
- 6. Proposed term for implementation: Fall, 2007**
- 7. Dates of prior committee approvals:**

Psychology Department/Division	3/17/2006
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CEBS Curriculum Committee	6/6/2006
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University Curriculum Committee	9.28.06
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University Senate	_____
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Attachment: [Course Inventory Form](#)

Proposal Date: 01/25/06

**College of Education and Behavioral Sciences
Department of Curriculum & Instruction
Proposal to Create a New Course**

Contact Person: Pamela Jukes

e-mail: Pam.Jukes@wku.edu

Phone: 5-4485

1. Identification of proposed course

- 1.1 Prefix and number:** EDU 175
- 1.2 Title:** University Experience – Education
- 1.3 Abbreviated title:** University Experience – EDU
- 1.4 Credit hours and contact hours:** 3 credit hours/3 contact hours
- 1.5 Type of course:** Seminar (S)
- 1.6 Prerequisites, corequisites and/or special requirements:**

For beginning college freshman or transfer students with fewer than 24 semester hours of credit.

1.7 Catalog course listing:

Transition to university experience. Topics include study skills, critical thinking skills, library education, exploration of majors and careers, degree programs, campus resources, and personal development. Special attention is given to educational requirements, careers, and resources in the field of education. Field trips to local public schools and/or other appropriate settings away from campus are required. Students are responsible for their own transportation to designated or assigned sites.

2. Rationale

2.1 Reasons to developing proposed course:

This course will serve as an orientation to the field of education. It will provide experiences that heighten students' awareness of issues in the field of education. The course was offered as a one-time only course Fall 2005 (30 students enrolled) and received positive feedback. Departmental faculty believe it is important that it be a permanent course offering.

2.2 Projected enrollment in the proposed course:

Approximately 50 students in the fall semester and 25 students in the spring semester, based on the average number of incoming education majors annually.

3. Discussion of proposed course

3.1 Course objectives: INCLUDE ALL CORE OBJECTIVES FOR UC 175

In addition, students will become knowledgeable about:

Requirements for Education majors

Research resources in education

Subfields of education

Education career and graduate school options and requirements

Ethical issues for undergraduate education majors

3.2 Course outline: INCLUDE ALL CORE CONTENT FOR UC 175

In addition, the course will cover the following topics:

WKU education major requirements

Considerations for selecting (elementary, middle or secondary ed)

Core course requirements

Restricted electives and free general education electives

Field experience in Education

Requisite skills in math, oral communication, listening, writing, and reading

Research resources in education

WKU Library holdings

Educational databases

Internet resources

Subfields of Education

Major areas

Differences (teachers, principals, counselors, etc.)

Academic advising

Developing professional relationships with faculty

Opportunities for and benefits of teaching opportunities

Career options

Ethical issues for education majors

Academic integrity

Professional opportunities and responsibilities

3.3 Student expectations and requirements:

COMPLETION OF UC 175 REQUIREMENTS, including selected common reading, library skills component, and student enrichment activities

Regular class attendance

Participation in discussion and other class activities

Reflective writing assignments based on field experiences

Completion of all course assignments and assessments

3.4 Tentative texts and course materials

Hatton, S. D. (2005). *Teaching by heart: The Foxfire interviews*. New York: Teachers College Press.

Kentucky Education Professional Standards Board. (1999). *Teacher Standards*. Frankfort, KY: Kentucky Department of Education.

6. Proposed term for implementation

Fall 2007

7. Date of prior committee approvals:

Department of Curriculum & Instruction 01/27/06

CEBS Curriculum Committee 05/02/06

Professional Education Council _____

University Curriculum Committee _____

University Senate _____

Attachments: Bibliography, Library Resources Form, and Course Inventory Form

Proposal Date: 12/14/05

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

Contact Person: Vicki D. Stayton, Ph.D. e-mail: vicki.stayton@wku.edu Phone: 5-3450

1. Identification of proposed course

- 1.1 Prefix and number: IECE 322
- 1.2 Title: Planning Curriculum and Instruction for Diverse Learners
- 1.3 Abbreviated title: Plan Curr Instr Diverse Lrn
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites: CFS 295, CFS 296
Co-requisites: CD 481, IECE 321, and IECE 323; or instructor permission
- 1.7 Catalog course listing:
Planning for curriculum and instruction of children birth through five years who are culturally and linguistically diverse or who have developmental delays and disabilities.

2. Rationale

2.1 Reason for developing the proposed course:

This course is designed for Interdisciplinary Early Childhood Education (IECE) majors. Western Kentucky University's IECE curriculum is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the CEC's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare students to design developmentally appropriate curriculum and experiences for children birth through five years, both with and without disabilities, and their families. Both focus group discussions with student teachers and follow-up survey of graduates have indicated a need for more content and application specific to adapting curriculum and instruction for children with diverse needs. The proposed course will focus on standards specific to planning and curriculum. The emphasis will be on learners who are culturally and linguistically diverse and who have developmental delays and disabilities.

2.2 Projected enrollment in the proposed course:

15 to 20 students based on current and projected program enrollment.

2.3 Relationship of the proposed course to courses now offered by the department:

Both Literacy and Exceptional Education offer courses that address planning and curriculum (i.e., LTCY 320 The Teaching of Reading, EXED 332 Intervention Strategies for Students with Mild Disabilities); however, those courses prepare

students to work with students in P-12 programs. This course prepares IECE majors to provide services in programs for children birth through five years.

Because the IECE graduate programs lead to initial certification in the field some topics in IECE 523 Planning Curriculum and Instruction in Interdisciplinary Early Childhood Education are the same as those addressed in this proposed course. However, IECE 322 provides for an initial knowledge/awareness of the content, while IECE 523 focuses on application and synthesis of the content. In addition, some content is addressed in more depth in IECE 322 (e.g., philosophical and theoretical orientations to early childhood curriculum), while that content is presented as a review in IECE 523.

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

This course is designed to expand on the introductory content of CFS 295 Curriculum Development for Infants and Toddlers, and CFS 296 Curriculum Development for Preschool and Kindergarten Children. The proposed course will take concepts introduced in the previously listed courses and provide students with the opportunity to apply this knowledge in a variety of educational settings. In addition, students will build upon prerequisite skills of planning for typically developing children as they plan for both children with and without disabilities.

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

The University of Kentucky (FAM 260 Curriculum Planning in Early Childhood Education), Kentucky State University (EDU 404 Designing Curriculum and Learning Environments for Young Children with Special Needs) and Eastern Kentucky University (SED 436 Early Childhood Intervention Programming) include a required course in their IECE program that seems to address similar content and skills as this proposed course. All IECE programs approved by the Kentucky Education Professional Standards Board must address the IECE New Teacher Standards; thus, the other approved programs have integrated this content into courses throughout their curriculum.

3. *Discussion of proposed course*

3.1 Course objectives:

- Identify the philosophical/theoretical orientations to early childhood education and early childhood special education curriculum.
- Adapt lesson plans to meet the needs of diverse learners (i.e., those who are culturally and linguistically diverse and have developmental delays or disabilities).
- Develop task analyses for IEP objectives and IFSP outcomes.
- Develop inclusion matrices for children birth through five years with disabilities.
- Identify and discuss the key components of published curricula.

3.2 Content outline:

Early childhood/early childhood special education curriculum

- KWHL charts
- Integrated curriculum

Philosophical/theoretical orientations to early childhood curriculum

- Developmental
- Behavioral
- Cognitive interaction
- Developmental learning
- Montessori
- Multiple intelligences

Lesson plans for diverse learners

- Examine and describe a learning context
- KTIP lesson plan format
- Integrate Kentucky Early Childhood Standards into the KTIP lesson plan
- Integrate IEP objectives and IFSP outcomes into learning activities
- Adapt activities to address cultural and linguistic diversity

Activity based intervention

- Task analysis
- Prompt systems
- Inclusion matrices
- Role of professionals and paraprofessionals

Selection and evaluation of published curricula

3.3 Student expectations and requirements:

Evaluation of student success will be based on assignments such as the following:

- Adapt a lesson plan incorporating IEP objectives.
- Adapt a lesson plan incorporating IFSP outcomes.
- Adapt a lesson plan addressing cultural and linguistic diversity.
- Develop a task analysis for IEP objectives and IFSP outcomes.
- Develop an inclusion matrix for an infant or toddler and a preschooler.
- Review an early childhood curriculum and present it to the class.
- Exams

3.4 Tentative texts and course materials:

Bredekamp, S., & Copple, C. (Eds.) (1997). *Developmentally appropriate practice in early childhood programs* (Rev. Ed.). Washington, DC: National Association for the Education of Young Children.

Grisham-Brown, J., Hemmeter, M.L., & Pretti-Frontczak, K., (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul H. Brookes.

Sandall, S., Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). *DEC recommended practices: A comprehensive guide for practical application in*

early intervention/early childhood special education. Longmont, CO: Sopris West.

4. Resources

4.1 Library resources:

The library has indicated that current resources are not sufficient to support this course. Items in the submitted bibliography will be high priority for ordering by WKU libraries. However, the majority of the publications in the bibliography are available for student and faculty check out in the Early Childhood Resource Center in TPH 104. This resource center houses approximately 1545 titles that include print materials, videos, curriculum kits, assessment kits and professional journals.

4.2 Computer resources:

The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5. Budget implications

5.1 Proposed method of staffing:

There are sufficient full-time and part-time IECE faculty to teach this course.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

Early childhood and early childhood special education curricula.

6. Proposed term for implementation: Fall, 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs: 12-14-05

CEBS College Curriculum Committee 3-7-06

Professional Education Council 5-10-06

University Curriculum Committee 9/28/06

University Senate

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 12/14/2005

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

Contact Person: Sylvia Dietrich e-mail: sylvia.dietrich@wku.edu Phone: 5-2317

1. Identification of proposed course

- 1.1 Prefix and number: IECE 323
- 1.2 Title: Positive Behavioral Supports with Young Children
- 1.3 Abbreviated title: Positive Behavioral Supports
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: CFS 295, CFS 296
 - Co-requisites: CD 481, IECE 321, and IECE 322; or instructor permission
- 1.7 Catalog course listing:

Knowledge and skills necessary for applying the principles of positive behavioral supports with young children. Field experience is required; students are responsible for their own transportation.

2. Rationale

- 2.1 Reason for developing the proposed course:

This course is designed for Interdisciplinary Early Childhood Education majors and other interested students (e.g., Exceptional Education majors). Western Kentucky University's IECE curriculum is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare graduates to work with children birth through five years, both with and without disabilities, and their families. The standards address preparation of graduates to work with children with a range of abilities and characteristics. Standards that address strategies in designing learning environments that support children's self-management of behavior will be emphasized.

In addition, strategies that facilitate positive interactions with children and their peers and adults will be included. Program graduates will work with children with behavioral issues and concerns, or those who may need additional support in managing their own behavior to facilitate access to and inclusion in various learning opportunities and environments. Thus, strategies in assessing behavior and developing intervention plans will be addressed to ensure essential skills for program graduates. Both focus group discussions with IECE student teachers and follow-up surveys of graduates indicate the need for additional content in this area. Currently, the IECE program only addresses

positive behavioral supports at an awareness level, not with the depth of knowledge and application to ensure that graduates can meet the educational needs of all children.

- 2.2 Projected enrollment in the proposed course:
15 students to 20 students based on current and projected program enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department:
EXED 433 Models of Positive Behavioral Supports is currently offered in the department and focuses on strategies to be used with P-12 students. The proposed course will focus on young children with and without disabilities, birth through kindergarten, and reflect current research and recommended practices for behavioral interventions with young children.
- 2.4 Relationship of the proposed course to courses offered in other departments:
CFS 496 Challenging Behaviors in Young Children addresses social emotional development of young children and challenging behaviors. This proposed course is designed to address preventive behavioral strategies and positive interactions with all children, not just those with challenging behaviors. Social emotional development is addressed elsewhere in the program and considered prerequisite content to implement appropriate behavioral strategies.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Eastern Kentucky University (SED 436 Early Childhood Intervention Programming) and Morehead State University (IECE 361 Positive Child Guidance) include a required course in their IECE program that seems to address similar content and skills as this proposed course. All IECE programs approved by the Kentucky Educational Professional Standards Board must address the IECE New Teacher Standards; thus, the other approved programs have integrated this content into courses throughout their curriculum.

3. Discussion of proposed course

- 3.1 Course objectives:
- Describe the importance of designing and maintaining learning environments to prevent behavior problems.
 - Identify and define effective strategies to facilitate positive peer and adult/child relationships.
 - Identify and define effective strategies to promote social-emotional skills development.
 - Describe the importance of strategies to teach and reinforce appropriate behaviors.
 - Describe the value of current research and theory as it relates to managing young children's behavior.
 - Apply skills in assessing challenging behaviors and developing an intervention plan.

- 3.2 Content outline:
- Introduction to positive behavioral supports
 - Definition/identification of behavior
 - Functions of behaviors
 - Rationale
 - Positive relationships with children
 - Strategies for building positive peer relationships
 - Strategies for building positive adult/child relationships
 - Role of families, professionals and paraprofessionals
 - Preventive practices
 - Design/maintain the physical and temporal learning environment
 - Development of rules
 - Developmentally appropriate activities with clearly stated directions
 - Reinforcement to increase appropriate behavior
 - Social and emotional teaching strategies
 - Feeling/emotion skills to address
 - Friendship skills to address
 - Strategies to facilitate social-emotional skills
 - Teaching positive behaviors to children
 - Positive alternative behaviors
 - Peer support models
 - Challenging behaviors
 - Characteristics of challenging behaviors
 - Functional behavioral assessment
 - Intervention plans
- 3.3 Student expectations and requirements:
- Evaluation of student success will be based on assignments such as the following:
- Observations and written reflections (field experience assignment)
 - Classroom management plan (field experience assignment)
 - Exams

- 3.4 Tentative texts and course materials:
- Sandall, S., & Ostrosky, M. (1999). *Practical ideas for addressing challenging behaviors*. DEC Monograph Series, Division for Early Childhood.
- Wheeler, J., & Richey, D. (2005). *Behavior management: Principles and practices of positive behavioral supports*. Upper Saddle River, NJ: Prentice Hall.

4. Resources

- 4.1 Library resources:
The library has indicated that current resources are not sufficient to support this course. Items in the submitted bibliography will be high priority for ordering by WKU libraries. However, the majority of the publications in the bibliography are available for student and faculty check out in the Early Childhood Resource Center in TPH 104. This resource center houses approximately 1545 titles that include print materials, videos, curriculum kits, assessment kits and professional journals.
- 4.2 Computer resources:
The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5. Budget implications

- 5.1 Proposed method of staffing:
There are sufficient full-time and part-time IECE faculty to teach this course.
- 5.2 Special equipment needed:
None
- 5.3 Expendable materials needed:
None
- 5.4 Laboratory supplies needed:
None

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs:	<u>12-14-05</u>
CEBS Curriculum Committee	<u>3-7-06</u>
Professional Education Council	<u>5-10-06</u>
Graduate Council	<u>9/28/06</u>

University Senate

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 12/14/2005

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

Contact Person: Vicki D. Stayton, Ph.D. e-mail: vicki.stayton@wku.edu Phone: 5-3450

1. Identification of proposed course

- 1.1 Prefix and number: IECE 325
- 1.2 Title: Partnerships with Families
- 1.3 Abbreviated title: Partnerships with Families
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites: CD 481, IECE 321, IECE 322, and IECE 323; or instructor permission
Co-requisites: IECE 324, IECE 326, EXED 422, and LTCY 310; or instructor permission
- 1.7 Catalog course listing:
Strategies that early childhood educators employ to develop active partnerships with families. Field experience is required; students are responsible for their own transportation.

2. Rationale

2.1 Reason for developing the proposed course:

This course is designed for Interdisciplinary Early Childhood Education (IECE) majors. Western Kentucky University's IECE curriculum is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the CEC's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare students to design developmentally appropriate curriculum and experiences for children birth through five years, both with and without disabilities, and their families. Families play a key role in early childhood programs, and thus, it is imperative that IECE students develop skills in effectively collaborating with families. Both focus group discussions with IECE student teachers and follow-up surveys of graduates indicate the need for additional content in this area. Partnerships with Families will focus on standards specific to supporting families and collaborating with families.

2.2 Projected enrollment in the proposed course:

15 to 20 students based on current and projected program enrollment.

2.3 Relationship of the proposed course to courses now offered by the department:

This course is the second in the sequence of family-related courses in the IECE program. This course expands upon principles taught in IECE 321 Family Supports and Services, the initial class and provides students with specific strategies to involve families in the education process. IECE 321 provides an introduction to strategies used to partner with families, but does not go into detail as to how to plan, implement, and evaluate those strategies.

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

CFS 311 Family Relations is offered by the Department of Consumer and Family Sciences in the College of Health and Human Services and addresses issues affecting individual and family well-being in relation to other social institutions. The content of the proposed course is specific to working with families of young children with and without disabilities in educational settings.

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

All of the approved IECE undergraduate programs in Kentucky have similar family courses in their curricula. FAM 554 Working with Families, is offered by the University of Kentucky and CDF 247 Family Involvement with Young Children, is offered by Eastern Kentucky University. All IECE programs approved by the Kentucky Education Professional Standards Board must address the IECE New Teacher Standards; thus, the other approved programs have integrated this content into courses throughout their curriculum.

3. Discussion of proposed course

3.1 Course objectives:

- Identify strategies for communicating with families.
- Explore and use skills in written and verbal communication strategies.
- Identify formal and informal supports and resources appropriate for families of young children.
- Identify family education/training strategies.
- Identify strategies for involving families as teachers.
- Identify strategies for involving families as advocates.
- Identify resources for professionals and families.

3.2 Content outline:

Review of family-centered services model

Communicating with families

Two-way communication strategies

Parent conferences

Home visits

Written communication – newsletters, handbooks, note systems, etc.

Technology as a communication vehicle

Working with interpreters

Formal and informal resources/supports

- Coping styles
- Family support groups
- Parent-to-parent networks
- Community/state/national support agencies/organizations
- Family/youth resource centers
- Family education/training
 - Home visits
 - Lending libraries
 - Group meetings
 - Self-instructional materials
- Families as teachers
 - Volunteer programs
 - Parents as teacher models
 - Program/home carryover strategies
- Family members as advocates
 - Community/state/national advocacy opportunities
 - Preparing family members to be advocates

3.3 Student expectations and requirements:

Evaluation of student success will be based on assignments such as the following:

- Observation and written report of public school/community activities with families.
- Written summary of an interview with an early childhood educator regarding planned activities with families.
- Annotated bibliography of resources for working with families.
- Group presentation of a parent education workshop.
- Exams.

3.4 Tentative texts and course materials:

Hanson, M.J., & Lynch, E.W. (2004). *Understanding families: Approaches to diversity, disability, and risk*. Baltimore, MD: Paul H. Brookes.

Mendoza, J., Katz, L.G., Robertson, A.S., & Rothenberg, D. (2003). *Connecting with parents in the early years*. Champaign, IL: University of Illinois.

4. Resources

4.1 Library resources:

The library has indicated that current resources are not sufficient to support this course. Items in the submitted bibliography will be high priority for ordering by WKU libraries. However, the majority of the publications in the bibliography are available for student and faculty check out in the Early Childhood Resource Center in TPH 104. This resource center houses approximately 1545 titles that include print materials, videos, curriculum kits, assessment kits and professional journals.

4.2 Computer resources:

The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5. Budget implications

5.1 Proposed method of staffing:

There are sufficient full time and part-time IECE faculty to teach this course.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

Early childhood and early childhood special education family resource materials.

6. Proposed term for implementation: Spring, 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs:

12-14-05

CEBS College Curriculum Committee

3-7-06

Professional Education Council

5/10/06

University Curriculum Committee

9/28/06

University Senate

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 12/14/2005

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

Contact Person: Sylvia Dietrich, Ph.D. e-mail: sylvia.dietrich@wku.edu Phone: 5-2317

1. Identification of proposed course

1.1 Prefix and number: IECE 326

1.2 Title: Integrating Mathematics and Science Across the Early Childhood Curriculum

1.3 Abbreviated title: Math & Science IECE

1.4 Credit hours and contact hours: 3

1.5 Type of course: C (Lecture/Lab)

1.6 Prerequisites: CD 481, IECE 321, IECE 322, and IECE 323; or instructor permission
Co-requisites: IECE 324, 325, EXED 422, and LTCY 310; or instructor permission

1.7 Catalog course listing:

Methods for active involvement of young children in the areas of mathematics and science in developmentally appropriate ways. Field experience is required; students are responsible for their own transportation. Course fee will be assessed.

2. Rationale

2.1 Reason for developing the proposed course:

This course is designed for Interdisciplinary Early Childhood Education majors. Western Kentucky University's IECE curriculum is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare graduates to design developmentally appropriate curriculum and experiences for young children birth through five years, both with and without disabilities, and their families. Integrating Mathematics and Science Across the Early Childhood Curriculum will provide Interdisciplinary Early Childhood Education majors with opportunities to develop strategies to promote logico-mathematical knowledge (forming relationships) and physical knowledge (involving movement and change), which are developmentally appropriate for ALL young children, and to determine appropriate methods of integrating mathematics and science across the early childhood curriculum consistent with the National Council for Teachers of Mathematics (NCTM) and National Science Teacher's Association (NSTA) standards. Such methods are unique to the fields of math and science and cannot reasonably be addressed within the context of other

content area courses. The National Council of Teachers of Mathematics (NCTM) and the National Association for the Education of Young Children (NAEYC) have developed the following position statement highlighting the importance of quality math instruction at the early childhood level ". . . affirm that high-quality, challenging, and accessible mathematics education for 3- to 6-year-old children is a vital foundation for future mathematics learning. In every early childhood setting, children should experience effective, research-based curriculum and teaching practices. Such high-quality classroom practice requires policies, organizational supports, and adequate resources that enable teachers to do this challenging and important work". Both focus group discussions with student teachers and follow-up surveys of graduates indicate the need for additional content in this area.

2.2 Projected enrollment in the proposed course:

15 to 20 students based on current and projected program enrollment.

2.3 Relationship of the proposed course to courses now offered by the department:

EXED 332 Intervention Strategies for Students with Mild Disabilities addresses all content areas and focuses on students in P-12 settings. By contrast, IECE 321 Planning Curriculum and Instruction for Diverse Learners will address strategies and skills for planning for instruction across content areas and provides the foundation for this proposed course that focuses on instructional strategies specific to mathematics and science.

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

Teaching math and science courses are offered in the Department of Curriculum and Instruction. ELED 405 Teaching Math in the Elementary School and EDU 406 Teaching Science in the Elementary School focus on content and strategies specific to the elementary grades. The proposed course focuses on content and instructional strategies appropriate for young children from birth through kindergarten.

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

The approved IECE undergraduate programs in Kentucky have similar math and science in early childhood courses in their curricula or integrate this content into curriculum and methods courses in their curricula (e.g., EDEM 313 Math Methods and EDEM 324 Science Methods at the University of Louisville). All IECE programs approved by the Kentucky Education Professional Standards Board must address the IECE New Teacher Standards; thus, this math and science content must be addressed.

3. Discussion of proposed course

3.1 Course objectives:

- Recognize how to create an appropriate science and mathematics program that meets the needs of young children.
- Identify resources, innovative approaches, and demonstrate skills in selecting and presenting science and mathematics materials for young children.
- Construct materials for children to explore science and mathematical concepts in early childhood settings.
- Describe the value of current developmental research and theory as it relates to math and science curriculum for young children.

3.2 Content outline:

Fundamental concepts and skills

Basic mathematical concepts: One to one correspondence, number sense and counting, logic & classifying, comparing, early geometry.

Basic scientific processes: observing, classifying, communicating, measuring, predicting, inferring

NSTA and NCTM Standards

Concept development in math and science

How concepts are developed and acquired

Promoting concept development through problem solving

Teaching math and science in early childhood

Materials and resources

Interdisciplinary integration

Technology in early childhood math and science

Math and science beyond the classroom

3.3 Student expectations and requirements:

Evaluation of student success will be based on assignments such as the following:

- Science and math activity cards (field experience assignment)
- Science and math resource bibliography (field experience assignment)
- Activity file of home activities (field experience assignment)
- Peer teaching
- Exams

3.4 Tentative texts and course materials:

Charlesworth, R., & Lind, K. (2003). *Math and science for young children* (4th Edition). Clifton Park, NY: Thompson Delmar Learning.

Copley, J. (2000). *The young child and mathematics*. Washington, DC: National Association for the Education of Young Children.

Worth, K., & Grollman, S. (2003). *Worms, shadows, and whirlpools. Science in the early childhood classroom..* Portsmouth, NH: Heinemann.

Chalufour, I., & Worth, K. (2004). *Building structures with young children*. St. Paul, MN: Redleaf Press.

4. Resources

4.1 Library resources:

The library has indicated that current resources are not sufficient to support this course. Items in the submitted bibliography will be high priority for ordering by WKU libraries. However, the majority of the publications in the bibliography are available for student and faculty check out in the Early Childhood Resource Center in TPH 104. This resource center houses approximately 1545 titles that include print materials, videos, curriculum kits, assessment kits and professional journals.

4.2 Computer resources:

The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5. Budget implications

5.1 Proposed method of staffing:

There are sufficient full-time and part-time IECE faculty to teach this course.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

Early Childhood mathematics and science kits

6. Proposed term for implementation: Spring, 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs:	<u>12-14-05</u>
CEBS College Curriculum Committee	<u>3-7-06</u>
Professional Education Council	<u>5-10-06</u>
University Curriculum Committee	<u>9/28/06</u>
University Senate	<u></u>

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 12/14/2005

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

Contact Person: Vicki D. Stayton, Ph.D. e-mail: vicki.stayton@wku.edu Phone: 5-3450

1. Identification of proposed course

1.1 Prefix and number: IECE 421

1.2 Title: Advanced Curriculum and Instruction for Infants and Toddlers

1.3 Abbreviated title: Adv Curr Instr Infants/Tod

1.4 Credit hours and contact hours: 3

1.5 Type of course: C (Lecture/Lab)

1.6 Prerequisites: IECE 324, IECE 325, IECE 326, EXED 422, and LTCY 310; or instructor permission

Co-requisites: IECE 422, EXED 419, and EXED 432; or instructor permission

1.7 Catalog course listing:

Implementation of curriculum and instruction of children birth through two years, both with and without disabilities, and their families, will be addressed. Students will be prepared to implement services in both home and center-based settings. Field experience is required; students are responsible for their own transportation. Course fee will be assessed.

2. Rationale

2.1 Reason for developing the proposed course:

This course is designed for Interdisciplinary Early Childhood Education (IECE) majors. Western Kentucky University's IECE curriculum is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the CEC's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare students to implement developmentally appropriate curriculum and experiences for children birth through five years, both with and without disabilities, and their families. Both focus group discussions with student teachers and follow-up survey of graduates have indicated a need for more content and application specific to curriculum and instruction for infants and toddlers. Advanced Curriculum and Instruction for Infants and Toddlers will focus on standards specific to the implementation of curriculum with infants and toddlers and supporting families.

2.2 Projected enrollment in the proposed course:

15 to 20 students based on current and projected program enrollment.

2.3 Relationship of the proposed course to courses now offered by the department:

Both Literacy and Exceptional Education offer curriculum courses (i.e., LTCY 320 The Teaching of Reading and EXED 332 Intervention Strategies for Students with Mild Disabilities); however, those courses prepare students to work with students in P-12 programs. IECE 321 Planning Curriculum and Instruction for Diverse Learners addresses strategies and skills for planning instruction for children birth through five years and provides the foundation for this proposed course which focuses on implementing services for children birth through two years.

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

This course is designed to expand on the introductory content of CFS 295 Curriculum Development for Infants and Toddlers which IECE students will have previously completed. Students will refine skills in working with families of young children with and without disabilities in a variety of educational settings and involve the family throughout the educational process.

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

The University of Louisville (ELE 455 Curriculum and Methods for Infants and Toddlers), Murray State University (ELE 455 Curriculum and Methods for Infants and Toddlers) and Eastern Kentucky University (EDEM 437 Infant Toddler Development and Care) include required courses in their IECE programs that seem to address similar content and skills as this proposed course. All IECE programs approved by the Kentucky Education Professional Standards Board must address the IECE New Teacher Standards; thus, the other approved programs have integrated this content into courses throughout their curriculum.

3. Discussion of proposed course

3.1 Course objectives:

- Describe team models implemented in infant/toddler programs.
- Explore strategies for effective collaboration with paraprofessionals and other professionals.
- Identify models for implementing home-based services.
- Identify strategies for working with children and families from diverse cultural and linguistic backgrounds in home settings.
- Identify models for implementing center-based services.
- Describe strategies for maintaining indoor and outdoor play environments.
- Plan and implement family-centered activities in a home-based setting.
- Develop and implement a standards based unit for infants and toddlers.

3.2 Content outline:

Team models

- Characteristics of models
- Advantages/disadvantages of models
- Implementing the transdisciplinary model

Home-based services

- Adult-child interactions
- Consultative services
- Implementation of family-centered services
- Implementation of team-based services
- Working with children and families who are culturally and linguistically diverse

Center-based services

- Implementation of itinerant/consultative services
- Maintenance of indoor and outdoor learning environments
- Collaboration with paraprofessionals and other professionals
- Working with children and families who are culturally and linguistically diverse

Curriculum and instructional strategies to promote development and learning

- Linking assessment with curriculum
- Standards based units
- Curriculum across the developmental domains
- Strategies for small group instruction
- Strategies for large group instruction
- Naturalistic teaching strategies

3.3 Student expectations and requirements:

Evaluation of student success will be based on assignments such as the following:

- Mini standards based unit
- Implementation of standards based unit (field experience assignment)
- Planning and implementation of family-centered activities in a home-based setting (field experience assignment)
- Exams

3.4 Tentative texts and course materials:

Bergen, D., Reid, R., & Torelli, L. (2001). *Educating and caring for very young children: The infant/toddler curriculum*. New York: NY: Teachers College Press.

Bredekamp, S., & Copple, C. (Eds.) (1997). *Developmentally appropriate practice in early childhood programs* (Rev. Ed.). Washington, DC: National Association for the Education of Young Children.

Sandall, S., Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris

West.

4. Resources

4.1 Library resources:

The library has indicated that current resources are not sufficient to support this course. Items in the submitted bibliography will be high priority for ordering by WKU libraries. However, the majority of the publications in the bibliography are available for student and faculty check out in the Early Childhood Resource Center in TPH 104. This resource center houses approximately 1545 titles that include print materials, videos, curriculum kits, assessment kits and professional journals.

4.2 Computer resources:

The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5. Budget implications

5.1 Proposed method of staffing:

There are sufficient full-time and part-time IECE faculty to teach this course.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

Early childhood and early childhood special education curricula.

6. Proposed term for implementation: Fall, 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs:	<u>12-14-05</u>
CEBS College Curriculum Committee	<u>3-7-06</u>
Professional Education Council	<u>5-10-06</u>
University Curriculum Committee	<u>9/28/06</u>
University Senate	<u></u>

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

Proposal Date: 12/14/2005

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

Contact Person: Vicki D. Stayton, Ph.D. e-mail: vicki.stayton@wku.edu Phone: 5-3450

1. Identification of proposed course

1.1 Prefix and number: IECE 423

1.2 Title: Interdisciplinary Services for Young Children with Low Incidence Disabilities

1.3 Abbreviated title: IECE Low Incid Disabilities

1.4 Credit hours and contact hours: 3 hours

1.5 Type of course: C (Lecture/Lab)

1.6 Prerequisites: IECE 321, IECE 322, and IECE 323; or instructor permission

1.7 Catalog course listing:

Characteristics of children birth through five years with low incidence disabilities (e.g., autism, sensory impairments, physical impairments), as well as assessment and instructional strategies. The role of the transdisciplinary team, including family members, in providing services will be emphasized. Field experience is required; students are responsible for their own transportation.

2. Rationale

2.1 Reason for developing the proposed course:

This course is designed for Interdisciplinary Early Childhood Education majors and other interested students (e.g., Exceptional Education majors). Western Kentucky University's IECE curriculum is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, and the Division for Early Childhood of the Council for Exceptional Children's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare graduates to work with children birth through five years, both with and without disabilities, and their families. The standards address preparation of graduates to work with children with a range of disabilities, including low incidence disabilities.

Both focus group discussions with student teachers and follow-up survey of graduates have indicated a need for more content and application specific to curriculum and instruction for infants, toddlers, and preschoolers with low incidence or more significant disabilities. The proposed course will focus on such content. In addition, the Kentucky Department of Education, Division for Early Childhood Development, has advocated that all IECE programs at Kentucky university's and colleges have such a course at the undergraduate level. Western's IECE program, along with others in the state, was awarded a mini-grant in spring 2005 by the Kentucky Department of

Education to develop such a course with the stipulation that it be offered on an annual basis.

2.2 Projected enrollment in the proposed course:

15 to 20 students based on current and projected program enrollment

2.3 Relationship of the proposed course to courses now offered by the department:

This course builds upon content presented in earlier IECE courses. The Exceptional Education program offers two curriculum and assessment courses (EXED 417, 418) and a practicum (EXED 416) in moderate and severe disabilities that may have some similar topics. The focus in those courses is on students in grades P-12. The proposed course focuses on working with young children birth through 5 years with low incidence disabilities and implementing a variety of appropriate instructional strategies to meet individual child needs. In addition, EXED 422 Collaboration and Inclusion in School and Community Settings provides an overview of methods to facilitate collaboration of professionals and parents in P-12 classrooms and community settings. This proposed course addresses transdisciplinary team roles in the provision of services to young children with low incidence disabilities.

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

There is no other similar course offered outside the department. This proposed course will offer experiences unique to advanced training in IECE.

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

The Kentucky Department of Education, Division for Early Childhood Development, offered the opportunity for all universities and colleges within the state to apply for noncompetitive mini-grants to develop a similar course. The University of Kentucky, University of Louisville, Eastern Kentucky University, Murray State University and Morehead State University received mini-grants and have developed or are in the process of developing similar courses. Both Murray State University and Eastern Kentucky University have approved courses which are being offered in their IECE programs. These courses are SED 526 Education of Young Children with Severe Disabilities and SED 577 Dual Sensory Impairment and Low Incidence Disabilities, respectively.

3. Discussion of proposed course

3.1 Course objectives:

- Explore the role of related services personnel in a transdisciplinary and consultative model.
- Complete functional assessments of critical basic skills of infants and young children with multiple, severe disabilities in natural environments.
- Develop a functional curriculum for infants and young children with multiple, severe disabilities in natural environments.

- Identify and apply teaching strategies for developing basic critical skills including systematic instruction.
- Employ communication skills with families/caregivers/other practitioners regarding the student's needs in inclusive, natural environments.
- Identify strategies to address concerns of parents and families regarding parenting and life planning issues for children with multiple and severe disabilities.
- Demonstrate knowledge of typical and atypical development of young children including motor disabilities, sensory impairments (hearing and vision), sensory integration, communication development (non-oral), oral motor, and behavior management as it impacts programming and individual children's goals

3.2 Content outline:

Specific low incidence disabilities (e.g., autism, sensory impairments)
 Etiology
 Characteristics influencing learning and development
 Learning profiles
 Planning for, implementing, and evaluating evidence-based instruction
 Embedding instruction
 Selecting curricula for children with low incidence disabilities
 Adapting learning environments
 Selecting and adapting curriculum materials
 Implementing evidence-based instructional strategies
 Continuous assessment strategies (e.g., functional behavioral assessment)
 Role of the transdisciplinary team in service provision
 Professional and paraprofessional team members and their roles
 Family team members and their roles

3.3 Student expectations and requirements:

Evaluation will be based on assignments such as the following:

- Written report and presentation on a low incidence disability
- Profile of a child with severe and/or multiple disabilities (field experience assignment)
- Activity-based matrix for an individual child (field experience assignment)
- Group activity-based matrix (field experience assignment)
- Exams

3.4 Tentative texts and course materials:

Batshaw, M.L. (2002). *Children with disabilities* (5th ed.). Baltimore, MD: Paul H. Brookes.

Kennedy, C., & Horn, E. (2004). *Including students with severe disabilities*. Boston, MA: Allyn & Bacon.

4. Resources

4.1 Library resources:

The library has indicated that current resources are not sufficient to support this course. Items in the submitted bibliography will be high priority for ordering by WKU libraries. However, the majority of the publications in the bibliography are available for student and faculty check out in the Early Childhood Resource Center in TPH 104. This resource center houses approximately 1545 titles that include print materials, videos, curriculum kits, assessment kits and professional journals.

4.2 Computer resources:

The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5. Budget implications

5.1 Proposed method of staffing:

There are sufficient full-time and part-time IECE faculty to teach this course.

5.2 Special equipment needed:

None

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:

None

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Department of Special Instructional Programs:	12-14-05
CEBS College Curriculum Committee	3-7-06
Professional Education Council	5-10-06
University Curriculum Committee	9/28/06
University Senate	

Attachments: Bibliography, Library Resources Form, [Course Inventory Form](#)

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Pamela W. Petty e-mail: pamela.petty@wku.edu Phone: 5-2922

1. Identification of proposed course

- 1.1 Prefix and number: LTCY 310
- 1.2 Title: Early Reading, Language and Literacy
- 1.3 Abbreviated title: Early Reading, Lang, Literacy
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: IECE 321, IECE 322, and IECE 323; or instructor permission
Corequisites: EXED 422, IECE 325, IECE 326, and IECE 493; or instructor permission
- 1.7 Catalog course listing: Theory and methods for creating learning environments for the development of language, emergent literacy, and reading and writing skills from infancy through kindergarten.

2. Rationale

- 2.1 Reason for developing the proposed course: Language and literacy experiences in preschool are important for success in school (International Reading Association Position Statement on Literacy Development in Preschool Years). Professionals who work with children ages birth through five years need specialized expertise in integrating early literacy experiences in the curriculum. Additionally, these professionals need instruction in supporting oral language development, phonological/phonemic awareness, alphabetic knowledge, and experiences with shared literature that focuses on the developmental needs of young children. Both focus group discussions with student teachers and follow-up survey of graduates have indicated a need for more content and application specific to reading and literacy for infants, toddlers, and preschoolers. The proposed course will focus on specific strategies related to the development of language and literacy skills in young children birth through 5 years. This course is designed to provide instruction for people who are going to be in teaching and learning settings that serve young children.
- 2.2 Projected enrollment in the proposed course:
15 to 20 students based on current and projected program enrollment.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is the early childhood counterpart of the primary and elementary reading methods courses currently in place and offered in the LTCY program. Those courses, LTCY 320 The Teaching of Reading and

LTCY 420 Reading in the Primary Grades, focus on instruction of children in grades P-5. This course is designed to fit within a program of scheduled courses within the IECE program with the emphasis on reading, language, and literacy instruction for children birth through five years.

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

All literacy courses are offered within the Department of Special Instructional Programs. LTCY 320 and LTCY 420 are required of all elementary education majors in the Department of Curriculum and Instruction and focuses on related topics appropriate for elementary aged students. The proposed course focuses on content specific to children birth through five years. CD 481 Speech and Language Development provides students with the background in typical and atypical speech and language development needed for the proposed course. IECE students will complete CD 481 before enrollment in LTCY 310.

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

Both Murray State University (ELE 306 Language and Early Literacy) and the University of Louisville (EDEM 311 Introduction to Reading/Language Arts) offer similar courses for students preparing to work in the field of early childhood education. Many universities in the United States offer courses in early language, reading and writing development for undergraduate students interested in working with children in infancy through eight years of age (e.g., University of Tennessee, CFS 353 Reading, Language, and Literacy).

3. Discussion of proposed course

3.1 Course objectives: This course will introduce undergraduate students to developmentally appropriate practices in language and literacy development. After completing this course, students will be able to:

- Define early and emergent literacy
- Assess children's early language, reading and writing development.
- Describe a teacher's role in promoting early literacy by: creating learning environments, planning curriculum, and using a variety of teaching strategies to engage children in literacy-enhanced play.
- Promote children's oral language development.
- Engage children in reading experiences.
- Engage children in writing experiences.
- Share quality children's literature in a variety of methods.
- Be culturally responsive to children in all aspects of language and learning.

- Instruct children in strategies to decode the English language system of reading and writing as well as the language(s) of their home and culture.

3.2 Content outline:

Foundations of early literacy
 -Perspectives about early literacy learning
 -Learning theories
 Language and literacy development
 -Theories of language acquisition
 -Objectives, strategies, materials and assessment
 Writing and early literacy development
 -Theories of writing acquisition; developmental stages
 -Objectives strategies, materials and assessments
 Children's literature and literacy development
 -Objectives
 -Genres
 -Strategies and materials
 -Integrating
 Developing knowledge of print
 Developing comprehension
 Organizing and managing for language/literacy development
 Home/family connections to language/literacy development

3.3 student expectations and requirements:

Evaluation of student success will be based on some or all of the following:
 Writing assignments, research project, reading of assigned text and journal articles, and exams.

3.4 Tentative texts and course materials:

Barone, D. M., & Morrow, L. M. (2003). *Literacy and young children: Research-based practices*. New York: Guilford.

Neuman, S. B. & Dickinson, D. K. (2003). *Handbook of early literacy research*. New York: Guilford.

4 Resources

4.1 Library resources: The library has indicated that current resources are sufficient to support this course.

4.2 Computer resources: The College of Education and Behavioral Sciences has adequate computer resources for faculty and student support.

5 Budget implications

5.1 Proposed method of staffing: To be taught as part of load of current full-time faculty

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: Early Childhood Literacy Curriculum Materials

6 Proposed term for implementation: Fall 2007

7 Dates of prior committee approvals:

Department of Special Instructional Programs 12-14-05

CEBS Curriculum Committee 3-7-06

Professional Education Council 5-10-06

University Curriculum Committee 9-28-06

University Senate _____

Attachments: Bibliography, Library Resource Form, Course Inventory Form

Proposal Date: 12-14-05

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Vicki D. Stayton, Ph.D. e-mail: Vicki.stayton@wku.edu Phone: 5-3450

1. Identification of Course

- 1.1 Course prefix (subject area) and number: IECE 420
- 1.2 Course title: Family Supports and Services
- 1.3 Credit hours: 3

2. Revise course title

- 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

- 3.1 Current course number: IECE 420
- 3.2 Proposed course number: IECE 321
- 3.3 Rationale for revision of course number: Enrollment in this course is typically during the fall semester of the junior year, making this course one of the first courses majors take within the program. The course number change more accurately reflects the recommended program sequence. There are no changes in course content.

4 Revise course prerequisites/corequisites/special requirements

- 4.1 Current prerequisites: CFS 192, CFS 311, EXED 330
- 4.2 Proposed prerequisites: CFS 192, EXED 330
Proposed co-requisites: CD 481, IECE 322, and IECE 323: or instructor permission
- 4.3 Rationale for revision of course prerequisites and corequisites: CFS 311 is currently an optional course in the program, but recommended through advisement. It is proposed that CFS 311 no longer be a course in the IECE baccalaureate program, and thus, be eliminated as a prerequisite for IECE 420. CFS 192 and EXED 330 are recommended to remain as prerequisite courses. IECE B.S. courses are only offered one semester per year and include content that is prerequisite for later courses. In order for students to remain in sequence and matriculate through the program in a timely manner, they should take IECE 420 concurrently with CD 481, IECE 322, and IECE 323.
- 4.4 Effect on completion of major/minor sequence: These changes will facilitate timely completion of the major sequence. Faculty will work with individual students who have

taken or who are in the process of completing previous prerequisites/corequisites on a case-by-case basis to facilitate program completion.

5 Revise catalog course listing

5.1 Current catalog course listing: NA

5.2 Proposed catalog course listing: NA

5.3 Rationale for revision of catalog course listing: NA

6 Revise course credits

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 2007

Dates of prior committee approvals:

Department of Special Instructional Programs _____ 12-14-05

CEBS Curriculum Committee _____ 3-7-06

Professional Education Council _____ 5-10-06

University Curriculum Committee _____ 9-28-06

University Senate _____

Attachment: Course Inventory Form

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Vicki D. Stayton, Ph.D. e-mail: Vicki.stayton@wku.edu Phone: 5-3450

1. Identification of Course:

- 1.1 Course prefix (subject area) and number: IECE 493
- 1.2 Course title: Advanced Assessment of Young Children
- 1.3 Credit hours: 3

2. Revise course title

- 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

- 3.1 Current course number: IECE 493
- 3.2 Proposed course number: IECE 324
- 3.3 Rationale for revision of course number: Enrollment in this course is typically during the spring semester of the junior year, making this course one of the first courses majors take within the program. The course number change more accurately reflects the recommended program sequence. There are no changes in course content.

4. Revise course prerequisites/corequisites/special requirements

- 4.1 Current prerequisites: CFS 194, IECE 420
- 4.2 Proposed prerequisites: CFS 294, PE 313, IECE 321, IECE 322, and IECE 323; or instructor permission
Proposed co-requisites: EXED 422, IECE 325, IECE 326, and LTCY 310; or instructor permission
- 4.3 Rationale for revision of course prerequisites and corequisites: Advanced assessment in Interdisciplinary Early Childhood Education (IECE) requires introductory knowledge in assessment, as well as knowledge of child development. CFS 294 is the new course number for CFS 194 Assessment of Young Children. Thorough understanding of child development is essential to conducting assessments. Therefore, coursework in child development will be completed prior to enrollment in this course. IECE B.S. courses are only offered one semester per year and include content that is prerequisite to following courses. In order for students to remain in sequence and matriculate through the program in a timely manner, they

must complete IECE 321, IECE 322, and IECE 323 before enrollment in this course. For similar reasons, they should take this course concurrently with IECE 325, IECE 326, and LTCY 310. EXED 422 is only offered in spring semester and the collaboration content of that course is essential to understand collaborative practices in early childhood assessment.

4.4 Effect on completion of major/minor sequence: These changes will facilitate timely completion of the major sequence. Faculty will work with individual students who have taken or who are in the process of completing previous prerequisites/corequisites on a case-by-case basis to facilitate program completion.

5. Revise catalog course listing

5.1 Current catalog course listing: NA

5.2 Proposed catalog course listing: NA

5.3 Rationale for revision of catalog course listing: NA

6. Revise course credits

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: Spring 2008

Dates of prior committee approvals:

Department of Special Instructional Programs	<u>12-14-05</u>
CEBS Curriculum Committee	<u>3-7-06</u>
Professional Education Council	<u>5-10-06</u>
University Curriculum Committee	<u>9-28-06</u>
University Senate	<u></u>

Attachment: Course Inventory Form

Proposal Date: 12-14-05

College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Vicki D. Stayton, Ph.D. e-mail: Vicki.stayton@wku.edu Phone: 5-3450

1. Identification of Course

- 1.1 Course prefix (subject area) and number: IECE 494
- 1.2 Course title: Advanced Curriculum Development for Young Children
- 1.3 Credit hours: 3

2. Revise course title

- 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

- 3.1 Current course number: IECE 494
- 3.2 Proposed course number: IECE 422
- 3.3 Rationale for revision of course number: Enrollment in this course is typically during the fall semester of the senior year. The change in course number is more reflective of the sequence of this course in relationship to other IECE courses taken during the senior year and more accurately reflects the recommended program sequence. There are no changes in course content.

4. Revise course prerequisites/corequisites/special requirements

- 4.1 Current prerequisites: IECE 420, IECE 493
- 4.2 Proposed prerequisites: IECE 324, IECE 325, IECE 326, and EXED 422; or instructor permission
Proposed co-requisites: IECE 421, EXED 419, and EXED 432; or instructor permission
- 4.3 Rationale for revision of course prerequisites and corequisites: Currently, IECE 420 and IECE 493 are the only other upper level IECE prefix courses in the Interdisciplinary Early Childhood Education (IECE), baccalaureate program and include content essential for successful completion of an advanced curriculum and methods course. IECE B.S. and Exceptional Education baccalaureate courses are only offered one semester per year and include content that is prerequisite to following courses. In order for students to remain in sequence and matriculate through the program in a timely manner, they must

complete IECE 324, IECE 325, IECE 326, and EXED 422 before enrollment in this course. For similar reasons, they should take this course concurrently with IECE 421, EXED 419, and EXED 432.

4.4 Effect on completion of major/minor sequence: These changes will facilitate timely completion of the major sequence. Faculty will work with individual students who have taken or who are in the process of completing previous prerequisites/corequisites on a case-by-case basis to facilitate program completion.

5. Revise catalog course listing

- 5.1 Current catalog course listing: NA
- 5.2 Proposed catalog course listing: NA
- 5.4 Rationale for revision of catalog course listing: NA

6. Revise course credits

- 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 2008

8. Dates of prior committee approvals:

Department of Special Instructional Programs	<u>12-14-05</u>
CEBS Curriculum Committee	<u>3-7-06</u>
Professional Education Council	<u>5-10-06</u>
University Curriculum Committee	<u>9-28-06</u>
University Senate	<u> </u>

Attachment: Course Inventory Form

Proposal Date: 12/14/2005

**College of Education and Behavioral Sciences
Department of Special Instructional Programs
Proposal to Revise a Program
(Action Item)**

Contact Person: Vicki D. Stayton, Ph.D. e-mail: vicki.stayton@wku.edu Phone: 5-3450

1. Identification of program

- 1.1 Reference Number: 526
- 1.2 Current Program Title: Interdisciplinary Early Childhood Education
- 1.3 Credit hours: 67

2. Identification of the proposed changes:

- Increase program hours from 67 to 75.
- Eliminate requirements for courses outside of the major.
- Reflect curriculum changes already made in the IECE A.A. program in the professional education requirements: change course number for CFS 194 to CFS 294 and replace CFS 193 with CFS 295 and 296.
- Delete CFS 111, CFS 492, CFS 494 or 495, EDU 250, and LME 411 from the professional education requirements.
- Add IECE 322, IECE 323, IECE 325, IECE 326, IECE 421, LTCY 310, and LME 318 to the professional education curriculum.
- Change course numbers for IECE 420, 493, 494.
- Delete UC 101/175 as a required course.

3. Detailed program description:

Bachelor of Science Interdisciplinary Early Childhood Education
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(See attached table.)

Rationale for proposed program revisions:

The Interdisciplinary Early Childhood Education (IECE) major provides for the initial preparation in IECE. Western Kentucky's IECE curriculum for the B.S. degree is based on Kentucky's IECE New Teacher Standards, the National Association for the Education of Young Children's Standards for Programs, the Council for Exceptional Children's (CEC) Common Core, and the Division for Early Childhood of the CEC's Personnel Standards. Based on these standards, Western's IECE curriculum must prepare students to obtain the knowledge and skills identified in the IECE New Teacher Standards and the standards of the learned societies in the field. In academic year 2003-2004, the IECE Advisory

Committee reviewed the IECE B.S. curriculum. As a first step in this review, faculty who typically teach the professional education courses in the program were asked to complete a matrix identifying which standards were addressed by the respective course. These course specific matrices were then combined into a matrix that reflected all professional education courses in the program and the IECE standards addressed by each course. A review of the matrix by the IECE Advisory Committee identified gaps in the program, as well as duplication of content. In spring 2004, that committee approved a revised IECE, B.S. curriculum with some professional education courses deleted from the curriculum, as well as recommendations for new professional education courses. The proposed curriculum in the attached table reflects those recommendations. In addition, results of follow-up surveys of graduates in 2003-2004 and focus group discussion of student teachers in 2004-2005 support the proposed revisions.

- Increasing professional education hours will align WKU's IECE program with national and state personnel standards, the IECE programs in other higher education programs in Kentucky, and recommended practices in the fields of early childhood and early childhood special education.
- Elimination of hours outside of IECE will facilitate the matriculation of transfer students in the IECE program and WKU students who change their major to IECE, and is consistent with Western Kentucky University's General Education transfer policy.
- The IECE A.A. program has undergone recent revisions and updates, and these suggested changes are reflective of those program modifications. Incorporating these changes in the B.S. program will facilitate articulation.
- Deletion of CFS 111, CFS 492, CFS 494 or 495, EDU 250, and LME 411 will better align WKU's IECE B.S. program with national and state personnel preparation standards and recommended practices. The courses that are recommended for deletion only minimally address personnel standards.
- The addition of seven professional education courses to the curriculum (i.e., IECE 322, IECE 323, IECE 325, IECE 326, IECE 421, LTCY 310, and LTCY 318) will provide a focus on standards that are not or are not adequately being addressed by the current program.
- The change in each of these course numbers (i.e., IECE 420, IECE 493, and IECE 494) is more reflective of the sequence of each course in relationship to other IECE courses and more accurately communicates the recommended program sequence.
- As the requirement of hours outside of the IECE program is eliminated, UC 101/175 will move from a required course to a potential elective. This change is consistent with the status of UC 101/175 throughout the University.

4. Proposed term for implementation and special provisions:

Term: Fall, 2008

Provisions, if applicable: The revised program requirements will be in effect for all students filing undergraduate degree programs beginning September 1, 2008, and

thereafter.

5. Dates of prior committee approvals:

Department of Special Instructional Programs	<u>12-14-05</u>
CEBS Curriculum Committee	<u>3-7-06</u>
<u>Professional Education Council</u>	<u>5-10-06</u>
<u>University Curriculum Committee</u>	<u>9/28/06</u>
<u>University Senate</u>	<u></u>

Attachment: [Program Inventory Form](#)

Current Program <i>Bachelor of Science Interdisciplinary Early Childhood Education</i>	Proposed Program <i>Bachelor of Science Interdisciplinary Early Childhood Education</i>
<p>Total Hours: 67</p> <p>The major in interdisciplinary early childhood education (reference number 526) requires 128 hours and leads to a bachelor of science degree. The program includes 51 hours outside of the IECE program, 67 hours of professional education courses, 8 hours of recommended professional education electives, and two hours of freshman seminar. A grade of “C” or higher must be earned for all professional education courses required for this major. No minor or second major is required.</p> <p>The major is designed to prepare early childhood educators to work with children, both with and without disabilities, ages birth through kindergarten, and their families. Program graduates are eligible to apply for certification in Interdisciplinary Early Childhood Education (IECE), Birth to Primary. Graduates are prepared for positions in public schools, childcare centers, Head Start, and other public and private agencies serving young children and families.</p> <p>The performance-based interdisciplinary program of study requires the following professional education courses: SFTY 171, CFS 111, CFS 191, CFS 192, CFS 193, CFS 194, CFS 492, CFS 494 or 495, EXED 330, EXED 419, EXED 422, EXED 432, CD 481, IECE 420, IECE 493, IECE 494, IECE 490, PE 313, LME 411, EDU 250, EDU 489. Students must be admitted to teacher education prior to enrollment in IECE 420. Student teaching occurs during the final semester of the program.</p>	<p>Total Hours: 75</p> <p>The major in interdisciplinary early childhood education (reference number 526) requires 75 hours and leads to a bachelor of science degree. A grade of “C” or higher must be earned for all professional education courses required for this major. No minor or second major is required.</p> <p>The major is designed to prepare early childhood educators to work with children, both with and without disabilities, ages birth through kindergarten, and their families. Program graduates are eligible to apply for certification in Interdisciplinary Early Childhood Education (IECE), Birth to Primary. Graduates are prepared for preschool and kindergarten positions in public schools, First Steps, Head Start, and other public and private agencies serving young children and families.</p> <p>The performance-based interdisciplinary program of study requires the courses listed below. Students must be admitted to professional education prior to enrollment in IECE 324, IECE 325, and IECE 326. Student teaching occurs during the final semester of the program.</p>

<p><i>Courses outside the program – 51 hours</i> English 100 Freshman English (3 hours) English 300 Junior English (3 hours) Foreign Language Elective Category A 3 hours) COMM 145 Fundamentals of Public Speaking (3 hours) ENG 200 Introduction to Literature (3 hours) PHIL 201 Love and Friendship (3 hours) Humanities Elective Category B (3 hours) HIST 119/120 Western Civilization to 1648 or since 1648 (3 hours) PSY 100 Introduction to Psychology (3 hours) SWK 101 Foundations of Human Services (3 hours) CFS 311 Family Relations (3 hours) Or SOCL 220 Marriage and Family (3 hours) MATH 109/116 General Mathematics or Fundamentals of College Algebra Science Elective Category D (3 hours) Science with Lab Elective Category D (4 hours) CS 145 Introduction to Computing (3 hours) World Cultures Elective Category E (3 hours) PH 100 Public Health (3 hours)</p>	
<p>Professional Education – 67 hours <i>CFS 111 Human Nutrition (3 hours)</i> <i>CFS 191 Child Development (3 hours)</i> <i>CFS 192 Working with Young Children and Families (3 hours)</i> <i>CFS 193 Curriculum Development for Young Children (3 hours)</i></p>	<p><i>CFS 191 Child Development (3 hours)</i> <i>CFS 192 Working with Young Children and Families (3 hours)</i> <i>CFS 295 Curriculum Development for Infants & Toddlers (3 hours)</i> <i>CFS 296 Curriculum Development for Preschool & Kindergarten Children (3 hours)</i></p>

<p><i>CFS 194 Assessment of Young Children (3 hours</i></p> <p><i>CFS 492 Growth and Guidance of Children (3 hours)</i></p> <p><i>CFS 494 Parenting Strategies (3 hours)</i></p> <p><i>or</i></p> <p><i>CFS 495 Interpersonal/Relationship Violence (3 hours)</i></p> <p><i>EDU 250 Introduction to Teacher Education (3 hours)</i></p> <p><i>CD 481 Speech and Language Development (3 hours)</i></p> <p><i>PE 313 Motor Development (2 hours)</i></p> <p><i>EXED 330 Introduction to Exceptional Child Education (3 hours)</i></p> <p><i>EXED 419 Assistive Technology (3 hours)</i></p> <p><i>EXED 422 Collaboration & Inclusion in School & Community Settings (3 hours)</i></p> <p><i>EXED 432 Applied Behavior Analysis (3 hours)</i></p> <p><i>LME 411 Creative Media Experiences for Children (3 hours)</i></p> <p><i>IECE 420 Family Supports & Services (3 hours)</i></p> <p><i>IECE 493 Advanced Assessment of Young Children (3 hours)</i></p>	<p><i>CFS 294 Assessment of Young Children (3 hours)</i></p> <p><i>CD 481 Speech and Language Development (3 hours)</i></p> <p><i>PE 313 Motor Development (2 hours)</i></p> <p><i>EXED 330 Introduction to Exceptional Child Education (3 hours)</i></p> <p><i>EXED 419 Assistive Technology (3 hours)</i></p> <p><i>EXED 422 Collaboration & Inclusion in School & Community Settings (3 hours)</i></p> <p><i>EXED 432 Applied Behavior Analysis (3 hours)</i></p> <p><i>LME 318 Children’s Literature (3 hours)</i></p> <p><i>IECE 321 Family Supports & Services (3 hours)</i></p> <p><i>IECE 322 Planning Curriculum & Instruction for Diverse Learners (3 hours)</i></p> <p><i>IECE 323 Positive Behavioral Supports with Young Children (3 hours)</i></p> <p><i>IECE 324 Advanced Assessment of Young Children (3 hours)</i></p> <p><i>IECE 325 Partnerships with Families (3 hours)</i></p> <p><i>IECE 326 Integrating Mathematics & Science Across the Early Childhood Curriculum (3 hours)</i></p> <p><i>IECE 421 Advanced Curriculum &</i></p>
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<p><i>IECE 494 Advanced Curriculum Development for Young Children (3 hours)</i></p> <p><i>IECE 490 Student Teaching (Infant/Toddler) (5 hours)</i></p> <p><i>IECE 490 Student Teaching (Preschool) (5 hours)</i></p> <p><i>EDU 489 Seminar on Student Teaching (3 hours)</i></p>	<p><i>Instruction for Infants & Toddlers (3 hours)</i></p> <p><i>IECE 422 Advanced Curriculum Development for Young Children (3 hours)</i></p> <p><i>LTCY 310 Early Reading, Language, and Literacy (3 hours)</i></p> <p><i>IECE 490 Student Teaching (Infant/Toddler) (5 hours)</i></p> <p><i>IECE 490 Student Teaching (Preschool) (5 hours)</i></p> <p><i>EDU 489 Seminar on Student Teaching (3 hours)</i></p>
Electives – 8 hours	
<p>Freshman Seminar – 2 hours</p> <p>UC 101</p>	

Bachelor of Science in Education
Interdisciplinary Early Childhood Education
Introduction to Program and Overview of Need for Program Revisions

The Bachelor of Science in Education Interdisciplinary Early Childhood Education program prepares graduates to work with children birth through kindergarten, both with and without disabilities, and their families. It is a blended or interdisciplinary program in Early Childhood Education and Early Childhood Special Education. As such, the program must adhere to the personnel standards of the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children (CEC), and the Division for Early Childhood of the CEC, as well as Kentucky's IECE New Teacher Standards, in order to be accredited by the National Council for the Accreditation of Teacher Education (NCATE). The interdisciplinary nature of the program is also evident in the diversity of programs/departments represented in the major (e.g., Consumer and Family Sciences, Communication Disorders, Exceptional Education).

Graduates of this program are eligible for Kentucky's IECE, Birth to Primary certificate. This certificate qualifies them as lead teachers in public school kindergarten and preschool programs, as well as developmental interventionists for Kentucky's First Steps program for infants and toddlers with developmental delays. Other public and private positions also seek individuals with the IECE certification. In some states in the U.S., individuals prepared in a program like Western's would qualify for two separate certificates, an Early Childhood Education and Early Childhood Special Education certificate, as all NAEYC, CEC, and DEC/CEC personnel standards are addressed.

The initial IECE B.S. program proposal completed the committee approval process at Western in January 1996. After that, a proposal for a new degree program was presented to CPE and approved. Then, the program was approved to recommend graduates for the IECE, Birth to Primary certification by the Kentucky Educational Professional Standards Board. It should also be noted that administrators in the College of Education and Behavioral Sciences were supportive of the development of this new degree program, but at that time, very clearly stated that only a limited number of new courses could be developed for the program. Thus, courses were identified across departments within the College that seemed to address the personnel standards to be achieved by graduates. Western was also being strongly encouraged at the time to develop an undergraduate IECE program by the Kentucky State Board of Education.

Since that initial approval process, the personnel standards of each of the three professional organizations (i.e., NAEYC, CEC, DEC/CEC) have been revised, as well as the Kentucky IECE New Teacher Standards. In addition, the recommended practices of the field have been revised. As a result, the IECE Advisory Committee (membership included a representative of each program/department with a course or courses in the major, undergraduate and graduate IECE students, and representatives of birth to three and preschool community programs) in academic year 2003-2004 reviewed the IECE B.S. curriculum for possible revision. As a first step in this review, faculty who typically taught the professional courses in the program were asked to complete a matrix identifying which standards were addressed by that specific course. These course specific matrices were then combined into a matrix that reflected all professional education courses in the program and the personnel standards (i.e., NAEYC, CEC, DEC/CEC,

Kentucky IECE) addressed by each course. A review of the matrix by the IECE Advisory Committee identified gaps in the program, as well as duplication of content. In spring 2004, that committee approved a revised IECE, B.S. curriculum with some professional education courses deleted from the curriculum, some courses substituted for professional education courses, and a recommendation that new professional education courses be developed. The proposed revisions reflect the work of that committee.

