



## **UNIVERSITY SENATE**

**Thursday, September 17, 2009  
3:45 p.m. – Faculty House**

**A. Approve May 2009 Minutes**

**B. Reports:**

1. Chair – Paul Markham
2. Vice-Chair – Holly Payne
3. Coalition of Senate and Faculty Leadership for Higher Education (COSFL) Representative
4. Advisory
  - a. SGA President – Kevin Smiley
  - b. Faculty Regent – Patti Minter
  - c. Provost – Barbara Burch

**C. Standing Committee Reports**

1. Graduate Council (see report)
2. Undergraduate Curriculum Committee (see report)
3. General Education Committee (see report)

**D. Old Business:**

1. Clinical Ranks (See attached memo and descriptions)
  - a. Report from Beverly Siegrist
2. Domestic Partner Benefits
  - a. Report from Senator David Zimmer

**E. New Business:**

1. Election for Secretary of the University Senate

## **WKU UNIVERSITY SENATE MINUTES**

May 14, 2009

### **I. Call to Order**

The regular meeting of the WKU University Senate was called to order Thursday, May 14, 2009, at 3:50 P.M. in the Faculty House by Chair Julie Shadoan. A quorum was present.

#### **The following members were present:**

Cathy Abel, Janet Applin, Kristina Arnold, Mark Berry, Scott Bonham, Dorothea Browder, Barbara Burch, Kelly Burch-Regan, Terry Dean, Pitt Derryberry, Cici Edwards, Douglas Fugate, Reagan Gilley, Andrea Grapko, Anthony Harkins, Michelle Hollis, Kate Hudepohl, Molly Kerby, Joan Krenzin, Jim Lindsey, Michael McIntyre, Patricia Minter, Sharon Mutter, Paul Markham, Dan Myers, Jane Olmsted, Holly Payne, Keith Philips, Heidi Pintner, Sherry Powers, Matt Pruitt, Kelly Reames, Angela Robertson, Mark Schafer, Roger Scott, Julie Shadoan, Nevil Speer, Heather Strode, Francesca Sunkin, Luella Teuton, Christopher Wagner, Carol Watwood, Richard Weigel, Kenneth Whitley, and Brittany Ann Wick.

#### **The following alternates were present:**

Jerebeth Lucas for Andrew Eclov, Elizabeth Kelly for Michele Fiala, Liz Sturgeon for Dawn Garrett, David Bell for Tom Hunley, Christy Spurlock for Timothy Mullin, Angela Jones for Yvonne Petkus, Marc Eagle for Beth Plummer, Adrian Switzer for Jeffrey Samuels, Justin Z for Vanessa Scott, and Steven Gibson for Louis Strolger.

#### **The following members were absent:**

Melanie Autin, Mike Binder, John Bonaguro, Kim Botner, Richard Bowker, Barbara Brindle, Stuart Burris, Audrey Cornell, Uma Doraiswamy, Molly Dunkum, Ahmed Emam, Sam Evans, Tim Evans, Blaine Ferrell, Kim Green, Skylar Jordan, Debbie Kreitzer, Aaron Kindsvatter, Kavid Lee, Qi Li, Nathan Love, Kathleen Matthew, Roger Murphy, Steve Nagy, Rachel Neal, Johnston Njoku, Ken Payne, Les Pesterfield, Mark Pickard, Lisa Proctor, Gary Ransdell, Sherry Reid, Angela Robertson, Mark Schafer, Roger Scott, Kayla Shelton, Shane Spiller, Saundra Starks, Donald Swoboda, William Tallon, Samanta Thapa, Rico Tyler, Stacy Wade, Paul Woosley, Zhonghang Xia, and David Zimmer.

### **II. Minutes**

The Minutes of the April 16, 2009 meeting were endorsed by Dr. Burch and approved as read with no additions or corrections.

### **III. Reports**

#### **a. Chair**

Julie Shadoan, Chair of the Senate, stated that the ombudsperson narrative was presented; complaints were categorized and summaries were provided.

The budget committee requested an income statement for the insurance fund, and a report was presented.

**b. Vice Chair**

The Vice-Chair, Denise Gravitt, presented two spreadsheets, the first providing Senate membership for the coming year (2009-2010) and the second providing committee make-ups for 2009-2010 based on the April meeting.

**c. Faculty Regent**

The Faculty Regent, Patricia Minter, stated that the Board of Regents recently met, and they have not yet voted on the budget for 2009-2010. Minter assured the faculty that tenure and promotion are ready to go, as this was voted on and action was taken.

Minter spoke in favor of the BOR Resolution, and stated that she hoped it would pass today.

A budget meeting will take place in late June. Minter urged the Senate to listen to the podcast with regard to the finance and budget committee. The portions to listen to are roughly 2/3 of the way through. She stated that the Daily News accounts of this are accurate, but Minter urged the faculty to listen in context.

Minter stated that the faculty and staff work very hard and do more with less. Collected morale issues have been put forth. Minter will emphasize that we want to keep the people we have invested in.

After nine years on the Benefits Committee, Minter said there was no disclosure that our money was put into a risky fund even though this is not evident in the minutes.

Minter stated that having bonuses out of a budget cut is not a good idea. Many people are bothered that the bonuses are not uniform. Minter made a decision not to pull specific salaries off of the budget even though some of it is bad policy. She is unwilling to risk having something else pulled off, and she wants to make sure the faculty is taken care of in the tenure and promotion bonuses. She feels that tightening the belt is better for morale.

Minter said that she appreciates the help of the faculty and of the SGA representatives.

July 31 is the next full Board of Regents meeting.

**d. Provost**

The Provost, Barbara Burch, stated that she was not aware that there were concerns about tenure and promotion recommendations sent forward for approval, but

she assured the faculty that those have been forwarded and she anticipates the Board will be supportive of them.

Provost Burch said that she applauds those who are currently working on search committees.

WKU was selected to house the KIIS Study Abroad, effective July 1. Provost Burch said that it compliments our program and it is a good thing.

Dr. Burch said that she gets weekly updates of the anticipated budget cuts and there will be a meeting over the summer. She also stated that some of the reductions that are being taken across the country are worse than ours.

The recruiting and retention efforts of the faculty and staff this year produced positive enrollment growth. This generated new, unbudgeted tuition revenue. The agreement among the President, CFO, and Provost was that much of this money would be used within Academic Affairs to reinforce faculty and staff positions needed to accommodate the growth. \$1.8 million was allocated to Academic affairs. \$800,000 of this amount was applied toward divisional budget cuts. The other \$1 million went into the staffing pool for positions. There was a one-time allocation of \$1 million distributed to the colleges and departments to support the current year's growth.

\$1.36 million in DELO distribution revenues were directed back to the colleges and departments as part of their outreach efforts.

August 21<sup>st</sup> is the annual Engaging the Spirit Conference. The President's opening session is August 24<sup>th</sup>.

Dr. Burch said that she appreciates the work of the faculty and is astonished by what the faculty is accomplishing.

#### **IV. Standing Committee Reports**

##### **a. University Curriculum Committee**

Kate Hudepohl, the acting Chair of the University Curriculum Committee, presented the UCC Agenda. The UCC Agenda was approved unanimously.

##### **b. General Education**

Richard Weigel, the Chair of the General Education Committee, made a motion for approval of the General Education Agenda. The motion was passed unanimously without discussion.

##### **c. Faculty Welfare and Professional Responsibilities**

Kelly Reames, Chair of the Faculty Welfare and Professional Responsibilities Committee, reported that 371 faculty responded to the Faculty Welfare Survey,

which was the best response in the last three surveys. Roughly half of the faculty responded. The results will be out by next week on the Senate webpage.

Kelly Reames presented the Domestic Partner Resolution on behalf of the Faculty Welfare Committee. Ian Whitley, who serves as a member of the Faculty Welfare Committee, spoke against the resolution due to some unanswered questions and because of the results in 2005, stating that he would like a faculty vote on this issue. Jim Lindsey from the Gordon Ford College of Business also spoke against it on behalf of himself and roughly 1/3 of his colleagues in Gordon Ford because of religious views and because Kentucky law does not recognize domestic partners as spouses. Jane Olmsted commended whoever wrote the resolution for its powerful whereas, and stated that it does not hurt those who are legally allowed to get married. Patricia Minter stated that she would vote in favor of the resolution because of civil rights, and stated that a vote in favor of this resolution would bring this resolution to the benefits committee. David Zimmer in Economics stated that he has read a lot about this and it has to do with competitiveness in hiring. Terry Dean stated that the original plan in June 2007 violated the state's constitution. Richard Weigel from History spoke in favor of the resolution, stating that he feels quite frankly that it is the right thing to do. The bill passed overwhelmingly with the SGA and the students feel it is of benefit to the university. A vote to call the question passed. The resolution was voted on and was approved with a vote of 38 in favor of the resolution and 6 opposed to the resolution. The resolution was approved and will go forth to the benefits committee.

**d. Committee on Academic Quality**

No report was presented.

**e. Graduate Council**

Nedra Atwell, representing the Chair of the Graduate Council, made a motion for approval of the Graduate Council Agenda. The motion was passed unanimously without discussion.

**V. Old Business**

No old business was discussed.

**VI. New Business**

The resolution on the Board of Regents Agenda that was posted on the University Senate Website passed unanimously. This resolution will ensure that the Board of Regents' meeting agenda is posted on the website prior to the meeting, along with a notification to the campus that the agenda was posted.

**VII. Announcements**

Dr. Markham, the incoming Senate Chair for 2009-2010, addressed the senate about who he is, what he is committed to, and why he wants to be the Chair of the Senate. He went over his training and what has motivated him to bring people together for a common good. He stated that faculty involvement is crucial in the

institutional effectiveness and wishes to keep this commitment and carry it forth in any way that he can. He then responded to a question about what his goals are for the university.

Dan Myers thanked Julie Shadoan for her service as University Senate Chair.

**VIII. Adjournment**

A motion by Dan Myers “that the meeting adjourn” was carried. The meeting adjourned at 4:55 P.M.

Respectfully submitted,

Heidi Pintner, Secretary

Western Kentucky University  
Office of the Dean  
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: September 2009

FROM: Graduate Studies and Research

The Graduate Council submits the following items for consideration. Items marked with an asterisks [\*] are information items. All other items are consent items:

I. Create a New Course

LME 550 Emerging Technology in Education (May 14, 2009)

COMM 577 Cultural Impact on Terrorism Communication  
(June 11, 2009)

II. Revise Course Credit Hours

AMS 690 Graduate Project (July 9, 2009)

III. Multiple Revisions to a Course

GEOG 423G Transportation Planning (May 14, 2009)

CHEM 435G Analytical Chemistry (June 11, 2009)

IV. Change Course Prefix

GEOG to GEOS (May 14, 2009)

V. Revise Course Title

GEOG 419G GIS Application Development (July 9, 2009)

GEOS 520 GIS Geoscience Data Modeling (July 9, 2009)

VI. Revise a Certificate Program

Graduate Educational Technology Certificate, Ref.#167 (May 14, 2009)

VII. Revise an Endorsement Program

Instructional Computer Technology Endorsement, KCT (May 14, 2009)

VIII. Revise a Program

MS Library Media Education, Ref.# 083 (May 14, 2009)

Proposal Date: 3/20/09

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

**Contact Person: Marge Maxwell, Ph.D, Email: [marge.maxwell@wku.edu](mailto:marge.maxwell@wku.edu), Phone: 5-2435**

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: LME 550
- 1.2 Course title: Emerging Technology in Education
- 1.3 Abbreviated course title: Emerging Tech in Education
- 1.4 Credit hours and contact hours: 3/3
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: LME 535 or instructor approval.
- 1.7 Course catalog listing: Survey of new and significant technology developments and integration strategies in education; research on applications and their effectiveness on P-12 pupil learning; application of new technologies to design, produce, and assess P-12 learning.

**2. Rationale:**

2.1 Reason for developing the proposed course:

The proposed LME 550 will provide another course option in the Instructional Computer Technology Endorsement, the Educational Technology Certificate, and the Educational Technology Concentration of the Master of Science in Library Media Education. It will address cutting edge technology related to education in order to prepare graduate students to be productive, engaged, and socially responsible teachers and citizens with respect to technology. Another purpose is to equip graduate students with strategies for incorporating 21<sup>st</sup> century skills to facilitate P-12 achievement and engage P-12 students in leadership in a global society.

The content of the proposed course will emphasize history of technological advancement, patterns of technology innovation, types of technological advancement, techniques for analyzing and assessing technology, and integration of emerging technology in education.

2.2 Projected enrollment in the proposed course: Estimated enrollment of the course is 20 per semester based on expressed interest.

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

Four master's level educational technology courses are offered in the LME program in the Special Instructional Programs Department: LME 535 Survey of Educational Technology Practices, LME 537 Principles of Educational Technology Applications, LME 545 Educational Technology Production, and LME 547 Integration of Educational Technology. The proposed course is different from these other master's level courses because its primary emphasis is the newest, emerging technology. The proposed course will be one of the options in the



Instructional Computer Technology Endorsement, the Educational Technology Certificate, and the Educational Technology Concentration in the MS in Library Media Education.

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

No other departments on campus offer a similar graduate course. However, there are other courses that include content tangentially related to the proposed course. AMS 548 Graphic Arts focuses on graphics, imaging, and pre-press operations for publication. PSY 501 Issues in College Instruction Using the Internet focuses on educational psychology issues related to the development of internet-based course instruction. CNS 576 Technology in Student Affairs deals with applications in the administration of student affairs.

The proposed course is different from these courses since it is dedicated to the forecasting of emerging technology in education and calculation of its impact possible impact. The proposed course will be one of the options in the Instructional Computer Technology Endorsement, the Educational Technology Certificate, and the Educational Technology Concentration in Library Media Education. It is complementary to the existing competency based courses and will be an important addition to the educational technology curriculum because it will anticipate emerging skills and applications.

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

One benchmark institution, University of Northern Iowa, offers an undergraduate course entitled Emerging Instructional Technologies that emphasizes current research about emerging instructional technologies and hands-on experiences with existing applications in development of an instructional unit. The proposed course is different from this course since it is a more in depth, research-oriented, graduate course.

The University of Louisville offers EDAP 601 Teaching with Emerging Technologies. The Department of Professional Studies at the University of South Alabama offers two similar and related courses: ISD 680 Emerging Technologies and ISD 682 Impact of Emerging Technologies. NC State University offers a graduate course TED 552/752 Curricula for Emerging Technology that is a generic research course about emerging technology offered to graduate students in Communication, Construction, Manufacturing, Transportation and Education. The proposed course is different from this course since it is primarily concerned with the use of emerging technology in teaching P-12 pupils. It takes a hands-on approach to using new technologies with P-12 pupils.

**3. Discussion of proposed course:**

**3.1 Course objectives:**

The proposed course is designed to help students to:

- Research, analyze, and discuss emerging technology advancement and forecasting
- To identify emerging technologies
- To apply assessment criteria to emerging technologies
- Design curricular and instructional strategies using various emerging technologies.
- Apply emerging technology to enhance their professional practice and to increase their own productivity and that of P-12 pupils.

- To describe the challenges to educational equity posed by emerging technologies and strategies for overcoming these problems

### 3.2 Content outline:

- Introduction
  - History of technology innovation in education
    - Programmed learning and teaching machines
    - Rise of the computer
    - Internet and the World Wide Web
  - Behavior of technology
  - Factors affecting the growth of technology
  - Current state of technological innovation
- Characteristics of technological advancement
  - Types of Advancement
    - Scientific discovery
    - Invention
    - Innovation
- Transfer and diffusion of technology in education
  - Cultural variables
    - Social organization variables
    - Social institution variables
  - Human variables
- Techniques for analyzing and assessing emerging technologies
  - Forecasting
  - Concept and skill Mapping
- Computers and computer-control Interfaces and communication systems
  - Mergence of technologies (GPS systems, satellite imaging, etc.)
  - Web 2.0 social tools (social networks and virtual communities/worlds)
  - Games and simulations
  - Internet Development Tools (Wikis, Blogs, Google Earth, etc.)
  - Multimedia
- Integration of emerging technologies in curricular for education
  - Survey of current uses of emerging technologies
  - Instructional strategies for integrating emerging technologies with emphasis on assessment of pupil learning.
  - Paradigm shifts
  - Emergence of ethical issues (privacy, censorship, and intellectual property rights)

### 3.3 Student expectations and requirements:

Students will participate in a variety of learning experiences, discussions, reflective writing tasks, readings, case study reports, and technology projects that will prepare them to exercise and implement instructional practices that effectively meet the varied needs of P-12 learners and ensure student achievement.

Student expectations and course requirements may include such activities and projects such as written reports, interactive dialogue, analysis of case studies, individual group and technology

projects, technical assessments, and individual or group presentations. A culminating critical performance will be required that may be in a form such as a formal professional presentation of a research report. Course content may change due to the changing nature of technology.

**3.4 Tentative texts and course materials:**

Because this course is based on the study of recent and future technological advancements, periodicals and journals will be used for this course. Internet resources are also valuable for tracking emerging technologies.

**4. Resources:**

4.1 Library resources: Present holdings are adequate

4.2 Computer resources: none

**5. Budget implications:**

5.1 Proposed method of staffing: Current faculty are adequate to support course.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Spring 2010

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

LME Program Area: 3/17/09

SIP Department/Division: 3/20/09

CEBS Curriculum Committee 4/7/09

Professional Education Council 4/8/09

Graduate Council 5/14/09

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

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

**Bibliography  
LME 550**

- Baule, S. (2005). *Case studies in educational technology and library leadership*. Columbus, OH: Linworth Publishing.
- Bitter, G.G. & Pierson, M.E. (2005). *Using technology in the classroom*. (6<sup>th</sup> ed.). Boston: Pearson Education, Inc.
- Carey, J.W. (2009). *Communication as culture: Essays on media and society*. New York: Routledge.
- Carr, N.G. (2008). *Big switch: Recruiting the world*. New York: WW Norton & Co.
- Chesbrough, H.W. (2006). *Open innovation: researching a new paradigm*. Oxford: Oxford University Press.
- Cuban, L. (2001). *Oversold and underused: Computers in the classroom*. Cambridge, MA: Harvard University Press.
- Donnelly, R., & Sweeney, F. (2009). *Applied e-learning and e-teaching in higher education*. Hershey, PA: Information Science Reference.
- Eyob, E. (2009). *Social implications of data mining and information privacy*. Hershey, PA: Information Science Reference.
- Gold, R. (2007). *The plenitude: Creativity, innovation, and making stuff*. Cambridge, MA: M.I.T. Press.
- Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4<sup>th</sup> ed.). New York: Houghton Mifflin Co.
- Hard, M. & Jamison, A. (2005). *Hubris and hybrids: A cultural history of technology and science*. New York: Routledge.
- Jonassen, D. (2000). *Computers as mindtools for schools*. Upper Saddle River, NJ: Prentice Hall.
- Jonassen, D. (1999). *Learning with technology: A constructivist perspective*. Upper Saddle River, NJ: Prentice Hall.
- Kearsley, G. & Lynch, W. (2004). *Educational technology: leadership perspectives*. Englewood Cliffs, NJ: Educational Technology Publications, Inc.

- Kidd, T.T. & Song, H. (2008). *Handbook of research on instructional systems and technology*. Hershey, PA: Information Science Reference.
- Louv, R. (2006). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.
- Montgomery, K.C. (2007). *Generation digital: Politics, commerce, and childhood in the age of the internet*. Cambridge, MA: M.I.T. Press.
- Newby, T.J., Stepich, D., Lehman, J., & Russell, J.D. (2005). *Educational technology for teaching and learning*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall, Inc.
- Nichols, N. (2007). *Return on ideas: a practical guide to making innovation pay*. Hoboken, NJ: John Wiley & Sons.
- Niess, M., Kajder, S.B., & Lee, J. *Guiding learning with technology*. Huboken, NJ: Wiley.
- Nightingale, V. & Dwyer (Ed.S). (2007). *New media worlds: Challenges for convergence*. South Melbourne, Vic: Oxford University Press.
- Picciano, G. (2008). *Educational leadership and planning for technology*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall, Inc.
- Reich, J., & Daccord, T. (2008). *Best ideas for teaching with technology*. Armonk, NJ: M.E. Sharpe.
- Robinson, D.H., & Schraw, G.J. (2008). *Recent innovations in educational technology*. Charlotte, NC: Information Age Publications.
- Roblyer, M.D. (2006). *Integrating educational technology into teaching*. (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall, Inc.
- Rogers, E.M. (2003). *Diffusion of innovations*. New York: Free Press.
- Shih, T.K., & Hung, J.C. (2007). *Future directions in distance learning and communication technologies*. Hershey, PA: Idea Group Publishing.
- Sugarman, S. (2007). *If children could vote: Children, democracy, and the media*. Lanham, MD: Lexington Books.
- Tapscott, D. (2009). *Grown up digital: How the net generation is changing your world*. New York: McGraw-Hill.
- Valente, T.J. (1996). *Network models of the diffusion of innovations*. Cresskill, NJ: Hampton Press.

## **Professional Journals**

Titles of periodicals and journals in paper or electronic form accessible through WKU Libraries:

ADES journal/Association for Educational Data Systems.

Audio-visual communications.

AV communication review.

British Journal of Educational Technology.

Canadian journal of learning and technology [electronic resource] = La revue canadienne de l'apprentissage et de la technologie.

Classroom computer learning.

CMLEA journal.

Communication & mass media complete [electronic resource].

Computers in the schools

Computing in education.

Contemporary issues in technology and teacher education [electronic resources].

Critical studies in mass communication [electronic resource].

Critical studies in media communication [electronic resource] : CSMC : a publication of the National Communication Association.

Drexel library school series.

Economics of innovation and new technology [electronic resource].

Educational Technology and Society.

Education and culture.

Educational technology, research and development.

Educational technology research and development : ETR & D.

Educational Technology and Society.

Educational technology research and development.

Electronic journal for the integration of technology in education.

Encyclopedia of military technology and innovation.

Futurist.

Human technology [electronic resource]: an interdisciplinary journal on humans in ICT environments.

Information technology and libraries.

Information week

Innovation [Electronic resource].

Issues in informing science and information technology education.

Instructional innovator.

International journal of educational technology

International journal of education and development using information and communication technology [electronic resource].

Journal of computing and Higher Education

Journal of computing and teacher education.

Journal of distance education.

Journal of education competing research.

Journal of Educational Technology Systems.

Journal of interactive media in education [electronic resource] : JiME.  
Journal of library automation.  
Journal of product innovation management.  
Journal of research on computing in education.  
JRTE Journal of research on technology in education.  
Journal of teacher education.  
Learning, Media and Technology (Formerly: Journal of Educational Media)  
Learning and leading with technology; the ISTE journal of educational technology practice and policy.  
Multicultural education.  
Review of educational research  
School news  
Scientific American  
Scientific monthly  
Tech trends: for leaders in education & training.  
Technology and culture.  
Technology & learning  
Technology review [electronic resource] MIT's magazine of innovation  
Technology week.

# LIBRARY RESOURCES

Revised November 1996

Date: April 6, 2009

Proposed Course Name and Number:

LME 550 Emerging Technology in Education

Current Library holdings in support of the described course are:

✓ Adequate \_\_\_\_\_ Inadequate\*

\*Additional materials which would raise support to an adequate level:

**Monographs or Nonprint Resources:**

---

---

---

(Note: put any additional recommended titles on reverse side)

**Serials to be recommended for adoption:**

---

---

---

**Comments:**

Materials in the bibliography not currently owned  
by WKU libraries will be ordered.

Margo Maxwell  
Faculty Member Proposing Course

Bill Spence  
Liaison Librarian

Sue D. Plutz  
Coordinator, Collection Development

A tentative course proposal including bibliography must be submitted to the appropriate Subject Reference Librarian at least three weeks prior to the departmental curriculum committee meeting when the proposal will be considered. The availability of Library Resources Statement will be completed and returned to the course proposer.



February 10, 2009

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

Contact Person: Cecile W. Garmon, [Cecile.garmon@wku.edu](mailto:Cecile.garmon@wku.edu), 745 5373

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: COMM 577
- 1.2 Course title: Cultural Impact on Terrorism Communication
- 1.3 Abbreviated course title: CulturalTerrorismComm
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: This course deals with the communication behaviors of terrorist groups, particularly as culture impacts and influences those behaviors.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Because terrorism forms a significant part of contemporary life and communication is the primary strategy of those groups, the study of terrorism is growing in contemporary curricula. Understanding the role of culture helps to clarify how and why terrorists choose specific communication strategies and enables students to recognize those strategies and the underlying reasons for their selection. This course will enable students to assess terrorist communication and to become more aware of the intentions and strategies of various terrorist groups.
- 2.2 Projected enrollment in the proposed course: 10-15 per section
- 2.3 Relationship of the proposed course to courses now offered by the department: This course does not duplicate any existing course in the department; the graduate program in Communication offers courses that focus on the cultural impact on communication in various contexts. This course supplements that focus.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments (Political Science 350, Geography and Geology 425) offer courses about terrorism that focus on the relationship between terrorism and the academic area of the department; none of these examines the impact of culture on the communication of terrorism. This course should support the courses on terrorism in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: courses on terrorism with various directions are offered in other institutions, e.g.
  - George Washington University, SMPA 194.14 Terrorism and Media
  - Wake Forrest University, Terrorism: What's the Message?
  - Royal Melbourne Institute of Technology's School of Applied Communication: Terrorism, Media, and Morality,
  - Arizona State University: COM 394, Communication, Terrorism, & National Security
  - Syracuse University: HST600 Selected Topics: Terrorism

- Farleigh Dickinson University: PADM 4505, the Psychology of Terrorism

**3. Discussion of proposed course:**

- 3.1 Course objectives: To assist students in recognizing the role that culture plays in the communication behaviors of various terrorist groups throughout history and in the contemporary world including in the United States.
- 3.2 Content outline:
  - Review of appropriate cultural and communication theory
  - History of terrorism communication; communication goals of terrorist groups
  - Cultural concepts that impact communication behaviors
  - Role of cultural media in terrorist communication
  - Cultural influence on media and motivation
  - Communication devices and other communication tactics
  - Justification strategies by terrorists via communication
  - Role of Human Rights in communication practices related to terrorism
- 3.3 Student expectations and requirements:
  - Students will explore the research on terrorism; how historic terrorist groups reflect cultural values systems, the role of media communication in terrorist activities.
  - They will write short reviews of the research they find; they will select a topic for a term-project paper that relates to the role of culture in a specific terrorist group's communication
  - In –class and on-line activities will provide the students opportunity to exchange information and ideas about culture, communication in terrorist activities.
  - Students will work in groups to prepare a class presentation of their group research project.
  - Students will also have a final exam.
- 3.4 Tentative texts and course materials: text materials might include such works as Tuman, J. S. (2003). Communicating terrorism: The rhetorical dimensions of terrorism. Thousand Oaks, CA: Sage.

**4. Resources:**

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

**5. Budget implications:**

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

**6. Proposed term for implementation: Spring 2010**

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

Communication Department/Division:

Feb 9, 2009

Potter College Curriculum Committee

May 7, 2009

Graduate College Curriculum Committee

June 11, 2009

University Senate

\_\_\_\_\_

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

Proposal Date: 4/9/09

**Ogden College**  
**Department of Architectural and Manufacturing Sciences**  
**Proposal to Revise Course Credit Hours**  
**(Action Item)**

Contact Person: A. Mark Doggett, mark.doggett@wku.edu, 745-6951

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: AMS 690
- 1.2 Course title: Graduate Project
- 1.3 Credit hours: 6

**2. Proposed course credit hours:** Variable 1-6, Six hours maximum.

**3. Rationale for the revision of course credit hours:**

This change revises the current credit hours for the course from a fixed amount to a variable amount so that students can spread the Graduate Project credit hours across multiple semesters as needed.

**4. Proposed term for implementation:** Spring 2010

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

Architectural and Manufacturing Sciences	4/17/09
--	---------

OCSE Graduate Curriculum Committee	5/08/09
------------------------------------	---------

Graduate Council	July 9, 2009
------------------	--------------

University Senate	_____
-------------------	-------

**Attachment: Course Inventory Form**

**Bennett, M.J.** (1998 J). *Basic concepts of intercultural communication*. Yarmouth, ME.: Intercultural Press.

Bola, Jr., F., Dudonis, K., Shulz, D. P (1990). *The counter-terrorism handbook*. New York: Elsevier.

Dunnigan, J. F. (2003). *The next war zone: Confronting the global threat of cyberterrorism*. New York: Citadel Press.

Engendorff, L. (ed.) (2000). *Terrorism: Opposing viewpoints*. San Diego: Greenhaven.

Gannon, M. J. (2001). *Understanding global cultures: Metaphorical journey through 23 nations*. Thousand Oaks, CA: Sage.

Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.

Hall, E. T. (1959). *The silent language*. Garden City, NY: Doubleday.

Hall, E. T. (1976). *Beyond culture*. Garden City, NY: Doubleday.

Hall, E. T. (1992). *An anthropology of everyday life*. Garden City, NY: Doubleday.

Hofstede, G. (1997). *Culture and organizations: Software of the mind*. New York: McGraw Hill.

Ket de Vries, F. R. (2004). *Lessons on leadership by terror: Finding Shaka Zulu in the attic*. Bodmin, Cornwall, England: MPG Books.

Matusitz, J. (2006). *Intercultural communication and cyber terrorism*. Paper presented to NCA, San Antonio, Nov. 2006.

Pojman, L. P. (2006). *Terrorism, human rights, and the case for world government*. New York: Rowman and Littlefield.

Rice, L. M. (2004). Analysis: Terror on the web. *United Press International*, 1, 10-21.

Tuman, J. S. (2003). *Communicating terrorism: The rhetorical dimensions of terrorism*. Thousand Oaks, CA: Sage.

Proposal Date: March 17, 2009

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

Contact Person: Jun Yan ([jun.yan@wku.edu](mailto:jun.yan@wku.edu)) – 745-8952

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 423G
- 1.2 Course title: Transportation Planning
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Transportation Planning
- 2.2 Proposed course title: Transport, Location, and GIS
- 2.3 Proposed abbreviated title: Transport, Location, GIS
- 2.4 Rationale for revision of course title: Over the past a few years, the U.S. transportation, planning, and design community has begun moving quickly toward reliance upon Geographic Information Systems (GIS) and other computer aids. There are increasing demands **for planners with GIS and other computer skills**. To meet this change in job market, it is very important for us to educate our students in the analytical skills of transportation analysis and modeling. The existing course title suggests a focus primarily on transportation planning concepts, with little attention paid to the analytical skills. In this information age, it is important for our graduates not only to know “*what and why to do it*” but also “*how to do it*”. WKU graduates who have skills in GIS and computers will be well positioned to compete in the job market and make a positive contribution to society. GIS is already a part of the curriculum for GEOG 423G. The new course title will reflect existing course pedagogy - the analytical skills of transportation analysis and modeling and how GIS techniques can be utilized in various fields of transportation planning and locational analysis.

**3. Revise course prerequisites:**

- 3.1 Current prerequisites: GEOG 350, or permission of instructor
- 3.2 Proposed prerequisites: GEOG 317, or permission of instructor
- 3.3 Rationale for revision of course prerequisites: Because the focus of Geog 423G is on the applications of GIS and spatial analysis in the areas of transportation analysis and modeling and locational analysis, students must have prior knowledge of, and basic skills in, GIS. Thus the prerequisite of GEOG 317 is added and the prerequisite of GEOG 350 is deleted.
- 3.4 Effect on completion of major/minor sequence: None

**4. Proposed term for implementation: Spring 2010**

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

Department of Geography and Geology: \_\_\_\_\_3/20/2009\_\_\_\_\_

Ogden College Graduate Committee \_\_\_\_\_4/3/2009\_\_\_\_\_

Graduate Council \_\_\_\_\_5/14/2009\_\_\_\_\_

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

**Attachment: Course Inventory Form**

Proposal Date: February 5, 2008

**Ogden College of Science and Technology  
Department of Chemistry  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Darwin Dahl, [darwin.dahl@wku.edu](mailto:darwin.dahl@wku.edu), 745-5074

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CHEM 435G
- 1.2 Course title: Analytical Chemistry
- 1.3 Credit hours: 4

**2. Revise course title:**

- 2.1 Current course title: Analytical Chemistry
- 2.2 Proposed course title: Instrumental Analysis
- 2.3 Proposed abbreviated title: Instr. Anal.
- 2.4 Rationale for revision of course title: The current title is non-specific and vague. The intent of this change is to convey a more descriptive title for the course. Additionally, a majority of similar institutions have also adopted this title for the same course.

**3. Revise course credit hours:**

- 3.1 Current course hours: 4
- 3.2 Proposed course hours: 3
- 3.3 Rationale for revision of course credit hours: The current course is being changed from 3 credit hours of lecture and one credit hour of lab to two credit hours of lecture and one credit hour of lab. We are anticipating changes from the American Chemical Society (ACS) that will necessitate adding an additional 1-hour course into the guidelines for ACS-certification of a chemistry major, and thus reducing the CHEM 435 and hence CHEM 435G course from 4 to 3 hours will make room in the certified program for the new course. Additionally, the reduction by one credit hour will allow our graduate students to take an additional course and/or commit additional time as a teaching or research assistant. The loss of one lecture credit hour should not greatly impact the breadth of content of CHEM 435G, though the depth of coverage of certain topics will be reduced.

**4. Proposed term for implementation: Spring 2010**

- 4.1 Current prerequisites/corequisites/special requirements:  
(indicate which)

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

Department of Chemistry

2/15/2008



OCSE Graduate Curriculum Committee      4/04/2008

Graduate Council      6/11/09

University Senate      \_\_\_\_\_

**Attachment: Course Inventory Form**

**Proposal date: March 20, 2009**

**Memorandum  
Proposal to Change Course Prefix (Geography)  
(Information Item)**

**TO:** Graduate Council

**FROM:** Sponsoring Unit: Ogden College of Science and Engineering  
Department: Geography and Geology  
Contact Person's Name: David J. Keeling  
Contact Person's Email: david.keeling@wku.edu  
Contact Person's Phone: 5-4555

**CHANGE:** Current Course Prefix: GEOG  
Proposed Course Prefix: GEOS

**ADDITIONAL COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE  
PREFIX (SUBJECT AREA):**

GEOG 533                  GEOG 535                  GEOG 537                  GEOG 538

**RATIONALE:**

These courses were accidentally omitted from the course prefix revisions submitted and approved during the Fall 2008 semester. These additional changes address the omissions.

**Original rationale:** Several years ago, the Department of Geography and Geology changed the title of the MS program to "Geoscience" in order to represent more accurately the interdisciplinary nature of the program, which includes geography, geology, meteorology, and Geographic Information Science courses. Changing the prefix for the 500-level and above courses from GEOG to GEOS makes a clear distinction between the undergraduate courses in the respective programs and the MS Geoscience program. Feedback from students applying to other graduate programs around the country suggests that there is some confusion about the use of GEOG as a prefix for courses that are applied to a Geoscience (GEOS) graduate program. Changing the prefix will help the Department promote and manage the MS Geoscience program more effectively, and will facilitate further integration of geography, geology, meteorology, and GIS elements into the Geoscience program.

**DATE OF IMPLEMENTATION:**

Effective Catalog Date: Spring 2010

**Attachment: Course Inventory Forms**

Proposal Date: 4/06/2009

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

Contact Person: Jun Yan   e-mail: jun.yan@wku.edu   Phone: 5-5982

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: GEOG 419G
  - 1.2 Current course title: GIS Application Development
  - 1.3 Credit hours: 3
- 2. Proposed course title:** GIS Applications Development
- 3. Proposed abbreviated course title:** GIS Applications Development
- 4. Rationale for the revision of course title:** “GIS Applications Development” is the more commonly used title for this course that covers GIS customization and programming. The ‘s’ was erroneously omitted from the original course proposal.
- 5. Proposed term for implementation:** Spring 2010
- 6. Dates of prior committee approvals:**

Geography and Geology Department 4/10/2009

OCSE Graduate Committee 5/08/09

Graduate Council 7/9/09

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

Proposal Date: 4/06/2009

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

Contact Person: Jun Yan   e-mail: jun.yan@wku.edu   Phone: -55982

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: GEOS 520
  - 1.2 Current course title: Geoscience Data Modeling
  - 1.3 Credit hours: 3
- 2. Proposed course title:** Geoscience Statistical Methods
- 3. Proposed abbreviated course title:** Geoscience Stat Methods
- 4. Rationale for the revision of course title:** GEOS 520 covers a variety of spatial statistical methods that are commonly used in the geosciences. The proposed title – “Geoscience Statistical Methods” - better reflects the content of the course.
- 5. Proposed term for implementation:** Spring 2010
- 6. Dates of prior committee approvals:**

Geography and Geology Department	<u>4/10/2009</u>
Ogden Graduate Curriculum Committee	<u>5/08/09</u>
Graduate Council	<u>7/9/09</u>
University Senate	<u>                    </u>

Proposal date: 03/20/2009

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

**Contact Person: Marge Maxwell, Ph.D, Email: [marge.maxwell@wku.edu](mailto:marge.maxwell@wku.edu), Phone: 5-2435**

**1. Identification of program:**

- 1.1 Current program reference number: 167
- 1.2 Current program title: Graduate Educational Technology Certificate
- 1.3 Credit hours: 12

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

The proposed change provides more course options for the certificate program.

**3. Detailed program description:**

**Current program:** Graduate Educational Technology Certificate

Based on Kentucky Teacher Technology Standards, this graduate certificate program requires twelve graduate semester hours to complete the Graduate Educational Technology Certificate. This certificate can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only. These four courses are already included in the LME Master of Science with the Educational Technology concentration.

The sequence of courses and experiences leading to the endorsement in educational technology are as follows:

LME 535 Survey of Educational Technology Practices  
LME 537 Principles of Educational Technology Applications  
LME 545 Educational Technology Production  
LME 547 Integration of Educational Technology

**Proposed program:** Graduate Educational Technology Certificate

Based on Kentucky Teacher Technology Standards, this certificate program requires twelve semester hours. This certificate can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only, and completion of the certificate qualifies the student for the endorsement in educational technology.

These four courses are already included in the LME Master of Science with the Educational Technology concentration.

The sequence of courses and experiences leading to the endorsement in educational technology are as follows:

LME 535 Survey of Educational Technology Practices **or equivalent**  
LME 537 Principles of Educational Technology Applications (**Prerequisite: LME 535**)

**Any SIX hours of the following courses** (with advisor approval):

LME 545 Educational Technology Production **or**

**equivalent (Prerequisite LME 537)**  
**LME 547 Integration of Educational Technology or**  
**equivalent (Prerequisite LME 537)**  
**LME 550 Emerging Technology in Education or**  
**equivalent (Prerequisite: LME 535)**  
**LME 737 Educational Technology Leadership**  
**(for doctoral students) or equivalent**

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

The purpose of these program revisions is to provide graduate students with more course options.

Two more courses have been added as options. LME 550 Emerging Technology in Education is added as an option for graduate students who are interested in more current cutting-edge technology applications in education. LME 737 Educational Technology Leadership is added as an option for doctoral graduate students interested in technology leadership and in earning the Graduate Educational Technology Certificate.

**5. Proposed term for implementation and special provisions (if applicable):** Spring 2010

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

LME Program Area	<u>3/17/09</u>
Department of Special Instructional Programs	<u>3/20/09</u>
CEBS Curriculum Committee	<u>4/7/09</u>
Professional Education Council	<u>4/8/09</u>
Graduate Council	5/14/09
University Senate	_____

**Attachment: Program Inventory Form**

Proposal date: 03/20/2009

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

**Contact Person: Marge Maxwell, Ph.D, Email: marge.maxwell@wku.edu, Phone: 5-2435**

**1. Identification of program:**

- 1.1 Current program reference number: KCT
- 1.2 Current program title: Instructional Computer Technology Endorsement
- 1.3 Credit hours: 12

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

The proposed change provides more course options for the endorsement.

**3. Detailed program description:**

**Current program:** Instructional Computer Technology Endorsement

Based on Kentucky Teacher Technology Standards, this graduate endorsement program requires twelve graduate semester hours to complete the Instructional Computer Technology Endorsement, P-12. This endorsement can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only. These four courses are already included in the LME Master of Science with the Educational Technology concentration.

The sequence of courses and experiences leading to the endorsement in educational technology are as follows:

LME 535 Survey of Educational Technology Practices

LME 537 Principles of Educational Technology Applications

LME 545 Educational Technology Production

LME 547 Integration of Educational Technology

**Proposed program:** Instructional Computer Technology Endorsement

Based on Kentucky Teacher Technology Standards, this endorsement program requires twelve semester hours to complete the Instructional Computer Technology Endorsement, P-12. This endorsement can be planned as an emphasis within a master's degree program, a fifth-year program, a specialist degree, a professional area for a Rank I, or certification only. These four courses are already included in the LME Master of Science with the Educational Technology concentration.

The sequence of courses and experiences leading to the endorsement in educational technology are as follows:

LME 535 Survey of Educational Technology Practices **or equivalent**

LME 537 Principles of Educational Technology Applications (**Prerequisite: LME 535**)

**Any SIX hours of the following courses (with advisor approval):**

LME 545 Educational Technology Production **or equivalent (Prerequisite LME 537)**

--

<b>LME 547 Integration of Educational Technology or equivalent (Prerequisite LME 537)</b> <b>LME 550 Emerging Technology in Education or equivalent (Prerequisite: LME 535)</b> <b>LME 737 Educational Technology Leadership (for doctoral students) or equivalent</b>
--

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

The purpose of these program revisions is to provide graduate students with more course options.

Two courses have been added as options. LME 550 Emerging Technology in Education is added as an option for graduate students who are interested in more current cutting-edge technology applications in education. LME 737 Educational Technology Leadership is added as an option for doctoral graduate students interested technology leadership and in earning the Instructional Computer Technology Endorsement.

**5. Proposed term for implementation and special provisions (if applicable):** Spring 2010

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

LME Program Area	<u>3/17/09</u>
Department of Special Instructional Programs	<u>3/20/09</u>
CEBS Curriculum Committee	<u>3/7/09</u>
Professional Education Council	<u>4/8/09</u>
Graduate Council	5/14/09
University Senate	_____

**Attachment: Program Inventory Form**



Proposal date: 3/20/09

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

**Contact Person: Marge Maxwell, Ph.D, Email: [marge.maxwell@wku.edu](mailto:marge.maxwell@wku.edu), Phone: 5-2435**

**1. Identification of program:**

- 1.1 Current program reference number: 083
- 1.2 Current program title: Library Media Education
- 1.3 Credit hours: 30 (Plus research tool).

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

- The proposed change replaces the use of “focus” with the term “concentration” that is required by university policy to distinguish specializations within the MS in Library Media Education program.
- The concentration in educational technology includes a proposed new course, LME 550 Emerging Technology in Education, a choice of nine of twelve hours, and simple changes in terminology in its description.

**3. Detailed program description:**

**Current program:** Master of Science with Major in Library Media Education

The Master of Science with a major in LME is a dual focus program in information services and educational technology. It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.

Admission to the program does not require prior teacher certification and students may complete the program without seeking teacher certification. Students who seek certification must follow the requirements presented below under “Certifications for Teachers.”

**Proposed program:** Master of Science with Major in Library Media Education

The Master of Science with major in LME prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations. **The Master of Science with a major in LME offers concentrations in library media and educational technology in addition to the general program of study.**

Admission to the program does not require prior teacher certification and students may complete the program without seeking any teacher certification. **Students who hold a teaching certificate and seek additional certification must follow the requirements for one of the two program concentrations.**

Requirements for the Educational Technology Certificate may be met as part of the Master of Science in LME.

The Master of Science in Library Media Education requires a minimum of 30 hours plus a research tool. Eighteen hours are required in Library Media Education. Fifteen semester hours are specified core courses:

LME 501 Program Organization and Administration

LME 512 Issues in Library Media Education

LME 535 Survey of Educational Technology Practices *(Note: Prerequisite for LME 537)*

LME 537 Principles of Educational Technology Applications *(Note: Prerequisite is LME 535)*

LME 590 Practicum *(Note: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.)*

The remaining courses beyond the required core and research tool are selected based on an applicant's prior experience, previous academic work, and career goals with the approval of the graduate advisor.

The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods or an equivalent.

The LME 590 Practicum course is the capstone experience required for completion of the degree program.

### **Certifications for Teachers**

The MS in LME degree may fulfill the requirements for the following Kentucky state certifications in library media and educational technology:

- Certification as a P-12 school media librarian in Kentucky and/or change in

Requirements for the academic Educational Technology Certificate **granted by the University** may be met as part of the Master of Science in LME.

The Master of Science in Library Media Education requires a minimum of 30 hours plus a research tool. Eighteen hours are required in Library Media Education. Fifteen semester hours are specified core courses:

LME 501 Program Organization and Administration

LME 512 Issues in Library Media Education

LME 535 Survey of Educational Technology Practices *(Note: Prerequisite for LME 537)*

LME 537 Principles of Educational Technology Applications *(Note: Prerequisite is LME 535. Transfer credit not accepted.)*

LME 590 Practicum *(Note: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; and admission to candidacy.)*

The remaining courses beyond the required core and research tool **are selected with the approval of the graduate advisor** based on an applicant's prior experience, previous academic work, and career goals

The research tool requirement is met by successful completion (grade A or B) of EDFN 500-Research Methods or an equivalent.

The LME 590 Practicum course is the capstone experience required for completion of the degree program.

### **Concentrations**

**The concentrations in the MS in LME degree with a held teaching certificate may fulfill the requirements for a change in Kentucky teacher rank (Rank II or I) and the following Kentucky state certifications in library media and educational technology:**

Kentucky teaching rank.

- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank.

#### 1. School Media Librarian P-12, Teacher Certification

In addition to completion of the 15-hour core and the research tool for the MS degree, the certification requirements for School Media Librarian P-12 include the following:

Professional Specialization (9 hrs. required):

LME 502 Collection Management

LME 506 Classification and Cataloging

LME 508 Information Sources and Services

Elective Courses (Minimum of 6 hrs.):

Other appropriate LME courses or courses outside of LME may be selected with advisor approval.

#### Certification Examination:

While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessment-Library Media Specialist for certification as a school library media specialist. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

#### Program Requirements for Teachers Already Certified as Library Media Specialists:

A person who already holds initial certification as a Library Media Specialist at the graduate or undergraduate level (but not the MS in LME from WKU) must complete 6 semester hours of LME courses and at least 24 hours of other appropriate courses for the MS degree and change in Kentucky teaching rank. Selection of these courses is based on prior experience, previous academic work, and career goals; and requires advisor approval.

- Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank.
- Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank.

#### 1. Concentration in Library Media

In addition to completion of the 15-hour core and the research tool for the MS degree, **the Concentration in Library Media meets certification requirements with a held teaching certificate for the Kentucky School Media Librarian P-12 certificate.**

#### **A. Required Courses (9 hrs.):**

LME 502 Collection Management

LME 506 Classification and Cataloging

LME 508 Information Sources and Services

#### **B. Electives (6 hrs.):**

Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.

#### Certification Examination:

While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the PRAXIS II Subject Assessment-Library Media Specialist for certification as a school library media specialist. Students outside of Kentucky are responsible for determining the requirements for certification in their states.

#### Program Requirements for Teachers Already Certified as Library Media Specialists:

A person who already holds initial certification as a Library Media Specialist at the graduate or undergraduate level (but not the MS in LME from WKU) must complete 6 semester hours of LME courses and at least 24 hours of other appropriate courses for the MS degree and change in Kentucky teaching rank. Selection of these courses is based on prior experience, previous academic work, and career goals; and requires advisor approval.

Requirements for Initial Certification with the Master of Science in Library Media Education:

A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist on completion of the MS in LME Program, admission to Professional Education, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist.

2. P-12 Instructional Computer Technology Endorsement

In addition to completion of the 15-hour core and the research tool for the MS degree, the Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate and the following:

Specialization (15 hours required):

a. LME 545 Educational Technology Production (*Prerequisite: Completion of LME 537*) and LME 547 Integration of Educational Technology (*Prerequisite: Completion of LME 537*)

b. Nine hours of electives in LME or approved courses selected from appropriate fields such as information technology, instructional design, information systems, information management, or computer science.

A person who has completed the M.S. degree with a focus in educational technology may complete the core requirements for the Rank I program in the area of the original certificate and may elect courses from LME and other appropriate areas with advisor approval based on a student's prior experience, previous academic work, and career goals.

Requirements for Initial Certification with the Master of Science in Library Media Education:

A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist on completion of the MS in LME Program, admission to Professional Education, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist.

2. **Concentration in Educational Technology**

In addition to completion of the 15-hour core and the research tool for the MS degree, **the Concentration in Educational Technology meets the requirements with a held teaching certificate for the Kentucky P-12 Instructional Computer Technology Endorsement.**

**A. Required Courses (9 hrs.):**

**Nine hours from the following:**

LME 545 Educational Technology Production

(*Prerequisite: Completion of LME 537*)

LME 547 Integration of Educational Technology

(*Prerequisite: Completion of LME 537*)

**LME 550 Emerging Technology in Education**

(*Prerequisite: LME 535*).

**LME 519 Special Topics**

**B. Electives (6 hrs.):**

Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.

A person who has completed the MS degree with the concentration in Educational Technology may complete the core requirements for the Rank I program in the area of the original certificate and may elect courses from LME and other appropriate areas with advisor approval based on a student's prior experience, previous academic work, and career goals.

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

Current university policy states, “For consistency and clarity the terms ‘option,’ ‘emphasis,’ ‘track,’ ‘sequence,’ ‘specialization,’” or any other word describing the sub-unit of a major may not be used in the catalog or other publications describing academic programs.” The proposed change in terminology meets the CPE guideline that specifies that core courses comprise half or more of the credit hours in a major.

The use of the standardized term “concentration” will allow the LME program to track students based on their area of concentration for accreditation and advising. In addition, the incorporation of the new course, LME 550 Emerging Technology in Education, will replace the need for an independent study course as a requirement for the Concentration in Educational Technology. It will also update the curriculum because it will prepare students for competency in mastering new technologies as they might develop.

**5. Proposed term for implementation and special provisions (if applicable):** Spring 2010

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

LME Program Area:	<u>3/17/09</u>
SIP Department/Division	<u>3/20/09</u>
CEBS Curriculum Committee	<u>4/7/09</u>
Professional Education Council	<u>4/8/09</u>
Graduate Council	5/14/09
University Senate	_____

**Attachment: Program Inventory Form**

**UNDERGRADUATE CURRICULUM COMMITTEE  
WESTERN KENTUCKY UNIVERSITY**

**REPORT TO THE UNIVERSITY SENATE:**

**DATE:** September 2009  
**FROM:** Beth Plummer, Chair  
Julie Shadoan, Vice-Chair

The Undergraduate Curriculum Committee submits the following items from the August 20, 2009, meeting for approval by the University Senate:

**Information Item: (page 2)**

1. OCSE: CS 335, Data Mining and Applications

**Consent Agenda: (page 4)**

1. OCSE: GEOG 419, GIS Application Development (page
2. BGCC: FINC 161C, Personal Finance

**Action Agenda: (page 6)**

1. BGCC: REF#291, Office Systems Technology
2. CEBS: EDU 491, Practicum for Teacher Candidates  
REF #579, Middle Grades Education
3. OCSE: HORT 330, Wedding Floral Design  
MATH 126, Calculus and Analytic Geometry I  
MATH 227, Calculus and Analytic Geometry II  
REF #728, Bachelor of Arts in Mathematics  
REF #528, Bachelor of Arts in Mathematics

Proposal Date: April 3, 2009

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

Contact Person: Huanjing Wang, [huanjing.wang@wku.edu](mailto:huanjing.wang@wku.edu), 745-2672  
Zhonghang Xia, [zhonghang.xia@wku.edu](mailto:zhonghang.xia@wku.edu), 745-6459

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: CS 335
- 1.2 Course title: Data Mining and Applications
- 1.3 Abbreviated course title: Data Mining and Applications
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites: CS 241 and MATH 126
- 1.7 Course description: Fundamentals of data mining and knowledge discovery including: knowledge representation, association analysis, clustering, classification, anomaly detection and visualization.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis:  
Data Mining is an important emerging research and application area of Computer Science. Data mining is the process of extraction of implicit, previously unknown and potentially useful information from data. This course is proposed for a trial basis.
- 2.2 Relationship of the proposed course to courses offered in other academic units:  
No other departments offer a course in data mining.

**3. Description of proposed course**

- 3.1 Course content outline
  - Introduction
  - Data preparation
  - Introduction to the WEKA software
  - Classification
    - Decision-tree induction
    - Nearest-neighbor classifiers
    - Bayesian classifiers
    - Neural networks
    - Support vector machines
  - Association Analysis
    - Frequent itemset generation
    - Compact representation of a frequent itemset

- FP-growth algorithm
- Cluster Analysis
  - K-means
  - Agglomerative hierarchical clustering
  - Cluster evaluation
- Anomaly Detection
  - Preliminaries
  - Proximity-based outlier detection
  - Density-based outlier detection
- Case studies

3.2 Tentative text(s)  
 Introduction to Data Mining  
 Pang-Ning Tan, Michael Steinbach, and Vipin Kumar  
 Addison Wesley, 2006  
 ISBN 0-321-32136-7

Data Mining: Practical Machine Learning Tools and Techniques, 2<sup>nd</sup> ed  
 Ian M. Witten and Eibe Frank  
 Morgan Kaufmann, 2005  
 ISBN: 0-12-088407-0

**4. Term of Implementation:** Spring 2010

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

Computer Science Division:	<u>4/24/2009</u>
Department of Mathematics and Computer Science	<u>4/24/2009</u>
OCSE Curriculum Committee	<u>5/7/2009</u>
UCC Chair	_____
Provost:	_____

**Attachment: Course Inventory Form**



Proposal Date: 4/06/2009

**Department of Geography and Geology  
Odgen College of Science And Engineering  
Proposal to Revise Course Title  
(Consent Item)**

Contact Person: Jun Yan   e-mail: jun.yan@wku.edu   Phone: -55982

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: GEOG 419
  - 1.2 Current course title: GIS Application Development
  - 1.3 Credit hours: 3
- 2. Proposed course title:** GIS Applications Development
- 3. Proposed abbreviated course title:** GIS Applications Development
- 4. Rationale for the revision of course title:**

“GIS Applications Development” is the more commonly used title for this course that covers GIS customization and programming. The ‘s’ was erroneously omitted from the original course proposal.
- 5. Proposed term for implementation:** Fall 2009
- 6. Dates of prior committee approvals:**

Geography and Geology Department	<u>4/10/2009</u>
OCSE Curriculum Committee	<u>5/7/2009</u>
Undergraduate Curriculum Committee	<u>8/20/09</u>
University Senate	<u>                    </u>

Proposal Date: 4/29/09

**Bowling Green Community  
Department of Business  
Proposal to Create a Community College Equivalent Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

**1. Identification of course:**

- 1.1 Current course prefix FIN 161
- 1.2 Course title: Personal Finance
- 1.3 Credit hours: 3

**2. Identification of proposed Community College course:**

- 2.1 Community College number: FINC 161C
- 2.2 Community College title: Personal Finance
- 2.3 Credit hours: 3

**3. Proposed term for implementation: Spring 2010**

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

Business Division:	6/30/09
BGCC Curriculum Committee:	7/02/09
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	8/20/09
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: 5.6.2009

**Community College  
Department of Business  
Proposal to Revise A Program  
(Action Item)**

Contact Person(s): Freda Mays, 780-2541, freda.mays@wku.edu.  
Linda Todd, 780-2547, linda.todd@wku.edu

**1. Identification of program:**

- 1.1 Current program reference number: 291
- 1.2 Current program title: Office Systems Technology
- 1.3 Credit hours: 64

**2. Identification of the proposed program changes:** Reduce hours in program from 64 credit hours to 60 credit hours.

**3. Detailed program description:** Office Systems Technologies #291

Current Program	Proposed Program
Three of the following: OST 101C    Keyboarding OST 220C    Word Processing OST 221C    Desktop Publishing OST 221C    Adv. DP <div>9 hours</div>	Three of the following: OST 101C    Keyboarding OST 220C    Word Processing OST 221C    Desktop Publishing OST 221C    Adv. DP <div>9 hours</div>
OST 217C    Transcription            3 hours	OST 217C    Transcription            3 hours
OST 225C    Records & Inf. Mgt.       3 hours	OST 225C    Records & Inf. Mgt.       3 hours
OST 255C    Office Adm.                3 hours	OST 255C    Office Adm.                3 hours
BUS 110C/    Basic Accounting or	BUS 110C/    Basic Accounting or
ACC 200C    Accounting – Financial   3 hours	ACC 200C    Accounting - Financial   3 hours
BUS 214C    Business Comm.           3 hours	BUS 214C    Business Comm.           3 hours
BUS 248C    Supervisory Mgt.          3 hours	BUS 248C    Supervisory Mgt.          3 hours
CSCI 145C    Intro to Computing        3 hours	CSCI 145C    Intro to Computing        .3 hours
INS 270C    Electronic Spreadsheets 3 hours	INS 270C    Electronic Spreadsheets 3 hours
Business Electives                6 hours	Business Electives                6 hours
<div>Subtotal: 39 hour</div>	<div>Subtotal: 39 hours</div>

Current General Education: 25 hours	<b>Proposed General Education: 21 hours</b>
Category A ENGL 100C Intro to College Writing 3 hours COMN 161C Bus. & Prof. Spk. 3 hours Category B Humanities Elective 3 hours Category C Elective 3 hours ECO 150C Intro. to Economics 3 hours Category D - Math 109C - General Math or MATH 116C – College Algebra 3 hours Any two areas categories A, B, C, D, or E 7 hours  Subtotal: 25 hours	Category A ENGL 100C Intro to College Writing 3 hours COMN 161C Bus. & Prof. Spk. 3 hours Category B Humanities Elective 3 hours Category C Elective 3 hours ECO 150C Intro. To Economics 3 hours Category D - Math 109C - General Math or MATH 116C – College Algebra 3 hours <b>Electives 3 hours</b>  Subtotal: 21 hours
Total Hours in Program : 64 hours	<b>Total Hours in Program: 60 hours</b>

4. **Rationale for the proposed program change:** Necessary to reflect other changes in Business Division and to be similar to other programs within the division

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2010

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

Business Division: 4/15/09

BGCC Curriculum Committee 6/30/09

Undergraduate Curriculum Committee 8/20/09

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

**Attachment: Program Inventory Form**

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

Contact Person: Kay Gandy, [kay.gandy@wku.edu](mailto:kay.gandy@wku.edu), 5-2991

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDU 491
- 1.2 Course title: Practicum for Teacher Candidates
- 1.3 Abbreviated course title: Practicum for Teacher Candidates
- 1.4 Credit hours and contact hours: 1 hour
- 1.5 Type of course: (P) Supervised Practical Experience
- 1.6 Prerequisites: Department Head recommendation, instructor permission
- 1.7 Course catalog listing: Development of knowledge and skills required of teacher candidates. Grading is pass/fail. Identified students must take EDU 491 in the term (Winter or May) immediately following the student teaching semester and EDU 489.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: The Professional Education Council plan for matriculation of teacher candidates includes a requirement that students must earn a C or higher grade in EDU 489 with a holistic score of 2+ on the Teacher Work sample (TWS). The TWS is the capstone senior project for education majors. As yet there is no remediation plan in effect for teacher candidates who do not meet these requirements. This remedial course is designed for undergraduate students in education leading to initial certification. Presently no such course exists in this undergraduate program. This course is designed for students who score below a Level 2 on the Teacher Work Sample (TWS), who have extenuating circumstances preventing the completion of the TWS, who have extensive absences, or who have earned below a C average for EDU 489. Students who meet any of these criteria will receive a grade of X (incomplete) in EDU 489, pending satisfactory completion of the proposed EDU 491. Students who receive a passing grade in EDU 491 will receive in EDU 489 a grade of B or C, depending on the quality of work with the Teacher Work Sample. Students who do not pass EDU 491 will receive a grade of D in EDU 489 and will be required to repeat it.
- 2.2 Projected enrollment in the proposed course: It is estimated that two to five students will be required to enroll in this course during either the winter or May terms. At least two students each semester have not scored at the passing criterion on the TWS; however, up till now there has been no remediation plan in effect.

- 2.3 Relationship of the proposed course to courses now offered by the department: This course is directly related to EDU 489 Student Teaching Seminar. If students do not successfully complete their senior capstone project (TWS), then they will be required to take the proposed course. Students will be given a completely different school setting than the student teaching setting and must write a new TWS. The proposed course will meet the objectives of the Professional Education Council that teacher candidates complete satisfactory TWS projects as a condition for program completion and eligibility for a recommendation for teacher certification.
- 2.4 Relationship of the proposed course to courses offered in other departments: The proposed course is similar in intent to other courses designed to address skills deficits, facilitate program completion, and help students succeed academically. For example, “enhanced” sections of ENG 100 and MATH 116 have been developed to provide additional instruction for students identified as needing that additional instruction. However, there are several differences between the proposed course and the enhanced sections of ENG 100 and MATH 116. First, the proposed course provides remedial assistance for students at the end of their academic program rather than at the beginning. Second, although students who need the enhanced mathematics and English courses are identified prior to enrollment in those courses, students in EDU 491 will be identified at the completion of EDU 489 and the student teaching experience. The students will take EDU 491 following EDU 489, rather than concurrently. Third, students in EDU 491 will receive one hour of credit, which is not available to students in ENG 100 and MATH 116. However, the additional credit is justified by the fact that EDU 491 students will have to prepare new Teacher Work Samples (a significant amount of work) based on field experiences in different settings from their student teaching settings. Finally, EDU 491 is designed to be offered only in the three-week terms (Winter and May) following the fall and spring semesters when student teaching occurs. This design will allow students the opportunity to do remediation immediately and thus possibly complete requirements for graduation.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other universities that use the Teacher Work Sample as a senior capstone project were contacted about remediation plans for students who score holistically below a Level 2.
- California State University: Students must score a Level 2 in each of the seven sections of the TWS and redo each section that does not meet that level.
- University of Northern Iowa: Student must write an entirely new TWS the second eight weeks of student teaching if they score below a Level 2.
- Idaho State: Student must repeat a minimum of an 8 week block of student-teaching and score a level 2+.
- Of the other partners in the Renaissance Project, although each required a Level 2+ score on the TWS, none responded with a formal plan in effect for remediation.

**3. Discussion of proposed course:**

3.1 Course objectives:

To develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, integrate knowledge and improve personal teaching skills, the candidate will:

- ◆ Design/plan viable instruction and learning climates
- ◆ Create a dynamic learning climate
- ◆ Introduce/implement/manage efficient instruction
- ◆ Assess learning and communicate results to students and others
- ◆ Reflect on and evaluate specific teaching/learning situations and or programs
- ◆ Collaborate with colleagues and others to design, implement, and support learning programs
- ◆ Evaluate his/her own performance with respect to modeling and teaching Kentucky's learning goals and implements a personal professional growth plan
- ◆ Demonstrate a current and sufficient knowledge of certified content areas
- ◆ Use technology to support instruction, access and manage data, enhance professional growth and productivity, communicate with colleagues and others, and conduct research

3.2 Content outline:

This course will include content from the Teacher Work Sample, including, Assessment Plan, Contextual Factors, Design for Instruction, Learning Goals, Instructional Decision Making, Analysis of Student Learning, Reflection and Evaluation

3.3 Student expectations and requirements: Student will be placed in a new school setting and will be required to collect data relevant to that setting. Students will be expected to have a minimum of 100 field hours. Student will successfully complete a Teacher Work Sample by scoring a Level 2+.

3.4 Tentative texts and course materials: none

**4. Resources:**

4.1 Library resources: none required beyond what is required for EDU 489.

4.2 Computer resources: none required beyond what is required for EDU 489.

**5. Budget implications:**

5.1 Proposed method of staffing: The course will be taught by faculty in the Department of Curriculum and Instruction. Students will be expected to pay a \$100 fee to compensate their supervising classroom teachers.

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

**6. Proposed term for implementation: Winter 2010**

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

Department of Curriculum & Instruction      April 17, 2009

Special Instructional Programs                      May 13, 2009

CEBS Curriculum Committee                      June 2, 2009

Professional Education Council                      June 10, 2009

University Curriculum Committee                      8/20/09

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

**Attachment: Course Inventory Form**



**College of Education & Behavioral Sciences  
Department of Curriculum and Instruction  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Dr. Tabitha Daniel, [tabitha.daniel@wku.edu](mailto:tabitha.daniel@wku.edu), 745-2615

**1. Identification of program:**

- 1.1 Current program reference number: 579
- 1.2 Current program title: Middle Grades Education
- 1.3 Credit hours: 76-81

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

- Allow students to take LTCY 444 Reading in the Secondary School as an alternative to LTCY 421 Reading in the Middle Grades.
- Delete Mathematics and Science Content Areas from the Middle Grades Program.

**3. Detailed program description:**

Current Program	Revised Program
The middle grades education program (reference number 579) leads to the Bachelor of Science degree and the Kentucky Middle Grades Education (grades 5-9) certificate. The program requires 44 semester hours of general education that should include a biological science course and a physical science course; 37-40 semester hours of professional education courses (MGE 275, PSY 310, EXED 330, PSY 421/422 and LTCY 421, MGE 385, 490, EDU 489, one or two courses selected from MGE 475-481, and a computer literacy course which must be CS 145, CIS 141, or LME 448) and 24-27 hours in each of two teaching fields selected from English/communications, mathematics, science or social studies. Students may choose a single concentrated area of emphasis in mathematics or science rather than completing two areas of emphasis.	The middle grades education program (reference number 579) leads to the Bachelor of Science degree and the Kentucky Middle Grades Education (grades 5-9) certificate for teaching English/communications and social studies. The program requires 44 semester hours of general education that should include a biological science course and a physical science course; 40 semester hours of professional education courses (MGE 275, PSY 310, EXED 330, PSY 421 or 422, and LTCY 444 or LTCY 421, MGE 385, 475, 481, 490, EDU 489, and a computer literacy course which must be CS 145, CIS 141, or LME 448); and 24-30 hours in each of two teaching fields: English/communications and social studies. Students are required to have 150 clock hours of field experiences in addition to the coursework. Middle Grades Education candidates may receive academic advising in the Office of Teacher

Students are required to have 150 clock hours of field experiences in addition to the coursework. Middle Grades Education candidates may receive academic advising in the Office of Teacher Services, TPH 408, (270)745-4896. Refer to the middle grades education web site <a href="http://edtech.wku.edu/%7eteached/">http://edtech.wku.edu/%7eteached/</a> for additional information.		Services, TPH 408, (270) 745-4896. Refer to the School of Teacher Education website for additional information.	
MGE 275- Foundations of Middle Grades Instruction	3	MGE 275- Foundations of Middle Grades Instruction	3
PSY 310- Educational Psychology: Development and Learning	3	PSY 310- Educational Psychology: Development and Learning	3
CS 145- Introduction to Computing	3	CS 145- Introduction to Computing	3
OR		OR	
CIS 141-Basic Computer Literacy		CIS 141-Basic Computer Literacy	
OR		OR	
LME 448- Technology Applications in Education		LME 448- Technology Applications in Education	
EXED 330- Introduction to Exceptional Education: Diversity in Learning	3	EXED 330- Introduction to Exceptional Education: Diversity in Learning	3
PSY 421- Psychology of Early Adolescence	3	PSY 421- Psychology of Early Adolescence	3
OR		OR	
PSY 422- Adolescent Psychology		PSY 422- Adolescent Psychology	
<b>LTCY 421- Reading in the Middle School</b>	3	<b>LTCY 421- Reading in the Middle School</b>	3
		<b>OR</b>	
		<b>LTCY 444- Reading in the Secondary Grades</b>	
<i>One or Two courses:</i>	3-		
MGE 475-481- Teaching Methods	6	MGE 475 Teaching Language Arts	3
		MGE 481 Teaching Social Studies	3
MGE 385- Middle Grades Teaching Strategies	3	MGE 385- Middle Grades Teaching Strategies	3
EDU 489- Student Teaching Seminar	3	EDU 489- Student Teaching Seminar	3
MGE 490- Student Teaching	10	MGE 490- Student Teaching	10
<b>English/Communications (2 fields)</b>		<b>English/Communications</b>	
ENG 100- Introduction to College Writing	3	ENG 100- Introduction to College Writing	3
ENG 300- Writing in the Disciplines	3	ENG 300- Writing in the Disciplines	3

ENG 302- Language & Communication	3	ENG 302- Language & Communication	3
ENG 390-Masterpieces of American Literature	3	ENG 390-Masterpieces of American Literature	3
COMM 145- Fundamentals of Public Speaking	3	COMM 145- Fundamentals of Speech Communications	<b>3</b>
OR		OR	
COMM 161- Business and Professional Speaking		COMM 161- Business and Professional Speaking	
LME 407- Literature for Young Adults	3	LME 407- Literature for Young Adults	3
<i>Electives(6 hours)</i>	6	<i>Electives(6 hours)</i>	6
ENG 301- Argument and Analysis in Written Discourse		ENG 301- Argument and Analysis	
ENG 401- Advanced Composition		ENG 401- Advanced Composition	
ENG 410- Theories of Rhetoric & Composition		ENG 410- Comp Theory/Practice in Writing (Prerequisite: ENG 304)	
<b>Mathematics (2 fields)</b>			
<b>MATH 116- College Algebra</b>	<b>3 -</b>		
<b>OR</b>	<b>5</b>		
<b>MATH 118- College Algebra and Trigonometry</b>			
<b>MATH 119- Fundamentals of Calculus</b>	<b>4</b>		
<b>OR</b>	<b>4.</b>		
<b>MATH 126- Calculus and Analytical Geometry I</b>	<b>5</b>		
<b>MATH 203- Statistics</b>	<b>3</b>		
<b>MATH 205- Number Systems and Number Theory for Teachers</b>	<b>3</b>		
<b>MATH 206- Fundamentals of Geometry for Teachers</b>	<b>3</b>		
<b>MATH 308- Rational Numbers and Data Analysis for Teachers</b>	<b>3</b>		
<b>MATH 403- Geometry for Elementary/Middle School Teachers</b>	<b>3</b>		
<b>MATH 411- Problem Solving for Elementary/Middle School Teachers</b>	<b>3</b>		
<b>CS 230- Introduction to Programming</b>	<b>3</b>		
<i>Electives (3 hours)</i>	<b>3</b>		
<b>MATH 409- History of Mathematics</b>			

<b>MATH 413- Algebra and Technology for Middle Grades Teachers</b>		
<b>Science (2 fields)</b>		
<b>BIOL 120- Biological Concepts: Cells, Metabolism, Genetics</b>	<b>3/1</b>	
<b>AND</b>		
<b>BIOL 121- Biological Concepts: Cells, Metabolism, and Genetics Labs</b>		
<b>BIOL 122- Biological Concepts: Evolution, Diversity and Ecology</b>	<b>3/1</b>	
<b>AND</b>		
<b>BIOL 123- Biological Concepts: Evolution, Diversity and Ecology Lab</b>		
<b>GEOL 111- Earth History</b>	<b>3/1</b>	
<b>AND</b>		
<b>GEOL 113- The Earth Laboratory</b>		
<b>GEOL 112- Earth History</b>	<b>3/1</b>	
<b>AND</b>		
<b>GEOL 114- Earth History Lab</b>		
<b>ASTR 104- Astronomy of the Solar System</b>	<b>3</b>	
<b>OR</b>		
<b>ASTR 106- Astronomy of Stella Systems</b>		
<b>OR</b>		
<b>ASTR 108- Descriptive Astronomy</b>		
<b>OR</b>		
<b>ASTR 214- General Astronomy</b>		
<b>OR</b>		
<b>ASTR 405- Astronomy for Teachers</b>		
<b>PHYS 105- Concepts of the Physical World</b>	<b>3</b>	
<b>CHEM 101- Introduction to Chemistry</b>	<b>3/1</b>	
<b>AND</b>		
<b>CHEM 102- Introduction to Chemistry Laboratory</b>		
<b>OR</b>		
<b>CHEM 105- Fundamentals of General Chemistry</b>		

<b>AND</b>		
<b>CHEM 106- Fundamentals of General Chemistry Laboratory</b>		
<b>Social Studies (2 fields)</b>		
HIST 119- Western Civilization to 1648	3	
OR		
HIST 120- Western Civilization since 1648		
HIST 240- The United States to 1865	3	
HIST 241- The United States since 1865	3	
GEOG 110- World Regional Geography	3	
GEOG 360- Geography of North America	3	
ECON 150- Introduction to Economics	3	
OR		
ECON 202- Principles of Economics (Micro)		
AND		
ECON 203- Principles of Economics (Macro)		
PS 110- American National Government	3	
SOCL 100- Introduction to Sociology	3	
OR		
ANTH 120- Introduction to Cultural Anthropology		
<i>Electives (3 hours)</i>	3	
An upper division non-US, non-European history course.		
<b>Mathematics (single field)</b>		
<b>MATH 117- Trigonometry</b>	<b>3 -</b>	
<b>OR</b>	<b>5</b>	
<b>MATH 118- College Algebra and Trigonometry</b>		
<b>MATH 122- Calculus of a Single Variable I</b>	<b>6</b>	
<b>AND</b>		
<b>MATH 132- Calculus of a Single Variable II</b>		
<b>Social Studies</b>		
HIST 119- Western Civilization to 1648	3	
OR		
HIST 120- Western Civilization since 1648		
HIST 240- The United States to 1865	3	
HIST 241- The United States since 1865	3	
GEOG 110- World Regional Geography	3	
GEOG 360- Geography of North America	3	
ECON 150- Introduction to Economics	3	
OR		
ECON 202- Principles of Economics (Micro)		
AND		
ECON 203- Principles of Economics (Macro)		
PS 110- American National Government	3	
SOCL 100- Introduction to Sociology	3	
OR		
ANTH 120- Introduction to Cultural Anthropology		
<i>Electives (3 hours)</i>	3	
An upper division non-US, non-European history course.		

<b>OR</b>		
<b>MATH 126- Calculus and Analytical Geometry I AND</b>		
<b>MATH 227- Calculus and Analytical Geometry II</b>		
<b>MATH 205- Number Systems and Number Theory for Elementary Teachers</b>	<b>3</b>	
<b>MATH 206- Fundamentals of Geometry for Elementary Teachers</b>	<b>3</b>	
<b>MATH 308- Rational Numbers and Data Analysis for Elementary Teachers</b>	<b>3</b>	
<b>STAT 301- Introductory Probability and Statistics</b>	<b>3</b>	
<b>OR</b>		
<b>MATH 203- Statistics</b>		
<b>MATH 307- Introduction to Linear Algebra</b>	<b>3</b>	
<b>MATH 403- Geometry for Elementary/Middle School Teachers</b>	<b>3</b>	
<b>OR</b>		
<b>MATH 323- Geometry I</b>		
<b>MATH 411- Problem Solving for Elementary/Middle School Teachers</b>	<b>3</b>	
<b>MATH 409- History of Mathematics</b>		
<b>Science (single field)</b>		
<b>BIOL 120- Biological Concepts: Cells, Metabolism, Genetics</b>	<b>3/1</b>	
<b>AND</b>		
<b>BIOL 121- Biological Concepts: Cells, Metabolism, and Genetics Labs</b>		
<b>BIOL 122- Biological Concepts: Evolution, Diversity and Ecology</b>	<b>3/1</b>	
<b>AND</b>		
<b>BIOL 123- Biological Concepts: Evolution, Diversity and Ecology Lab</b>		
<b>GEOL 111- Earth History</b>	<b>3/1</b>	
<b>AND</b>	<b>1</b>	

<b>GEOL 113- The Earth Laboratory</b>	
<b>GEOL 112- Earth History</b>	<b>3/</b>
<b>AND</b>	<b>1</b>
<b>GEOL 114- Earth History Lab</b>	
<b>GEOG 121- Meteorology</b>	<b>3</b>
<b>ASTR 405- Astronomy for Teachers</b>	<b>3</b>
<b>PHYS 105- Concepts of the Physical World</b>	<b>3</b>
<b>PHYS 410- Physics for Teachers</b>	<b>3</b>
<b>CHEM 101- Introduction to Chemistry</b>	<b>3/</b>
<b>AND</b>	<b>1</b>
<b>CHEM 102- Introduction to Chemistry Laboratory</b>	
<b>CHEM 105- Fundamentals of General Chemistry</b>	<b>3/</b>
<b>AND</b>	<b>1</b>
<b>CHEM 106- Fundamentals of General Chemistry Laboratory</b>	
<b>ASTR 104- Astronomy of the Solar System</b>	<b>3</b>
<b>OR</b>	
<b>ASTR 106- Astronomy of Stellar Systems</b>	
<b>OR</b>	
<b>ASTR 108- Descriptive Astronomy</b>	
<b>OR</b>	
<b>ASTR 214- General Astronomy</b>	
<b>PHYS 475- Selected Topics in Physics</b>	<b>1-3</b>

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

- Faculty reviewed the content of LTCY 421- Reading in the Middle Grades and LTCY 444 Reading in the Secondary School and determined both are appropriate courses to fill the criteria.
- WKU has received a grant from Exxon/Mobile Foundation through the Mathematics Science Initiative to improve preparation of middle school and secondary mathematics and science teachers. The grant requires replication of a very successful program at the University of Texas, Austin. At WKU the Science Mathematics Education major (SKyTeach) has been approved and students will earn a double major in science or math and education.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2009

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

Department of Curriculum & Instruction: 5/27/2009

CEBS Curriculum Committee 6/2/2009

Professional Education Council 6/10/2009

Undergraduate Curriculum Committee 8/20/09

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

**Attachment: Program Inventory Form**



Proposal Date: 4/20/09

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

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

**1. Identification of proposed course:**

- 1.1 Prefix and number: HORT 330
- 1.2 Title: Wedding Floral Design
- 1.3 Abbreviated title: Wedding 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:  
Principles and elements of floral design as applied to wedding planning and design. Includes production cost and profit analysis and marketing techniques.  
Lab fee required.

**2. Rationale**

- 2.1 Reason for developing the proposed course:  
The floriculture industry is a growing part of horticulture and wedding planning and design plays a major role in that industry. This course teaches students how to plan and design wedding floral compositions. HORT 330 is an excellent course for interior design majors who are interested in making wedding planning a part of their business.
- 2.2 Projected enrollment in the proposed course:  
About 15-25 per offering, based on previous enrollment in other floral design courses, with some students from outside the department (e.g. Interior Design).
- 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. However, its scope is not as broad as that of HORT 309, which prepares students to manage a commercial floral shop.
- 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 wedding planning and design.
- To provide the elements and principles of designing floral compositions for wedding functions.
- To provide an understanding of cost and profit analysis of wedding planning.
- To provide an understanding of operating a commercial wedding floral design and planning enterprise.

#### **3.2 Content outline:**

##### Introduction

- History of wedding traditions
- Wedding ceremony, church, and denomination differences

##### Wedding planning, marketing

##### Wedding consultation

##### Design styles

- Corsage, boutonniere and hairpieces techniques
- Bouquet design styles
- Alternative bouquet designs
- Cascade bouquet designs
- Hand-tied bouquet styles
- Silk bouquet designs

##### Ceremony decorative designs

##### Reception decorative 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 70% of the course grade).
- Students will be evaluated on a final project which entails the planning and designing of a wedding ceremony and reception.

#### **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: See Library Resources Sheet

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 Designers (AIFD), and Society of American Florist (SAF).

### **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 2010

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

Department of Agriculture 4/23/09

Ogden College Curriculum Committee 5/07/09

University Curriculum Committee 8/20/09

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

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

Proposal Date: April 8, 2009

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

Contact Person: Dr. Ferhan Atici [ferhan.atici@wku.edu](mailto:ferhan.atici@wku.edu) 745-6229

**1. Identification of course:**

- 1.1 Current course prefix and number: MATH 126
- 1.2 Course title: Calculus and Analytic Geometry I
- 1.3 Credit hours: 4.5

**2. Revise course title:**

- 2.1 Current course title: Calculus and Analytic Geometry I
- 2.2 Proposed course title: Calculus I
- 2.3 Proposed abbreviated title: Calculus I
- 2.4 Rationale for revision of course title: The proposed title for the first course in calculus conforms with the title used at many other major institutions.

**3. Revise course number:**

- 3.1 Current course number: MATH 126
- 3.2 Proposed course number: MATH 136
- 3.3 Rationale for revision of course number: The department is adopting a numbering system for its courses in which the tens digit indicates the specific mathematical area of the course. The numbers 30-39 will be for calculus courses.

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

- 4.1 Current prerequisites: Four years of high school mathematics, including Algebra II, geometry, and trigonometry, and satisfactory score on Math Placement Exam; or MATH 117 or MATH 118, with grade of C or better.
- 4.2 Proposed prerequisites: Four years of high school mathematics, including Algebra II, geometry, and trigonometry, and satisfactory scores on Math Placement Exam and Math Placement Trig Exam; or MATH 117 or MATH 118, with grade of C or better.
- 4.3 Rationale for revision of course prerequisites: Skill in trigonometry is necessary for success in calculus. Students who cannot demonstrate such skill through a satisfactory score on the MPTE would benefit from enrolling in MATH 117 prior to studying calculus.
- 4.4 Effect on completion of major/minor sequence: None. Students who do not have the required skills in trigonometry are often required to repeat the first calculus course.

**5. Revise course catalog listing:**

5.1 Current course catalog listing:

This is the first of a sequence of courses which present a unified treatment of plane and solid analytic geometry and differential and integral calculus. (Graphing calculator required.)

5.2 Proposed course catalog listing:

A course in one-variable calculus including topics from analytic geometry. Limits, derivatives, integration, and applications of polynomial, rational, trigonometric, and transcendental functions. Includes lecture and recitation. (Graphing calculator required.)

5.3 Rationale for revision of course catalog listing: The proposed listing describes the content and emphasis of the course in greater detail. The department also will deliver the course on a lecture//recitation schedule similar to that of many other institutions.

**6. Revise course credit hours:**

6.1 Current course credit hours: 4.5

6.2 Proposed course credit hours: 4

6.3 Rationale for revision of course credit hours: The change to 4 hours will make the course conform with Calculus I courses at most other major institutions and eliminate problems for students who wish to transfer calculus credit to or from WKU.

**7. Proposed term for implementation: Fall 2010**

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

Mathematics and Computer Science  
Department

04/10/2009

---

05/07/2009

Ogden Curriculum Committee

---

06/10/2009

Professional Education Council

---

05/08/2009

General Education Committee

Undergraduate Curriculum Committee

---

08/20/09

University Senate

**Attachment: Course Inventory Form**

Proposal Date: April 8, 2009

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

Contact Person: Dr. Ferhan Atici [ferhan.atici@wku.edu](mailto:ferhan.atici@wku.edu) 745-6229

**1. Identification of course:**

- 1.1 Current course prefix and number: MATH 227
- 1.2 Course title: Calculus and Analytic Geometry II
- 1.3 Credit hours: 4.5

**2. Revise course title:**

- 2.1 Current course title: Calculus and Analytic Geometry II
- 2.2 Proposed course title: Calculus II
- 2.3 Proposed abbreviated title: Calculus II
- 2.4 Rationale for revision of course title: The proposed title for the second course in the calculus sequence conforms with that used at many other major institutions.

**3. Revise course number:**

- 3.1 Current course number: MATH 227
- 3.2 Proposed course number: MATH 137
- 3.3 Rationale for revision of course number: The department is adopting a numbering system for its courses in which the tens digit indicates the specific mathematical area of the course. The numbers 30-39 will be for calculus courses. Because the second course in the calculus sequence is usually offered as a freshman-level course, the number will be changed to the 100-level without changing the course content.

**4. Revise course prerequisites:**

- 4.1 Current prerequisites: MATH 126 with a grade of C or better
- 4.2 Proposed prerequisites: MATH 136 with a grade of C or better
- 4.3 Rationale for revision of course prerequisites: The course number for MATH 126 has been changed to MATH 136.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: The continuation of MATH 126.
- 5.2 Proposed course catalog listing:
  - A second course in one-variable calculus including topics from analytic geometry. Methods of integration, sequences and series, polar and parametric functions. Includes lecture and recitation.
- 5.3 Rationale for revision of course catalog listing: The proposed listing describes the content and emphasis of the course in more detail. The department also will deliver

the course on a lecture//recitation schedule similar to that used by many other institutions.

**6. Revise course credit hours:**

6.1 Current course credit hours: 4.5

6.2 Proposed course credit hours: 4

6.3 Rationale for revision of course credit hours: The change to 4 hours will make the course conform with Calculus II courses at most other major institutions and eliminate problems for students who wish to transfer calculus credit to or from WKU.

**7. Proposed term for implementation: Fall 2010**

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

Mathematics and Computer Science  
Department

04/10/2009

---

05/07/2009

Ogden Curriculum Committee

---

06/10/2009

Professional Education Council

Undergraduate Curriculum Committee

---

08/20/09

University Senate

---

**Attachment: Course Inventory Form**

Proposal Date: February 20, 2009

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

Contact Person: David K. Neal, [david.neal@wku.edu](mailto:david.neal@wku.edu), 745-6213

**1. Identification of program:**

- 1.1 Current program reference number: 728
- 1.2 Current program title: Bachelor of Arts in Mathematics
- 1.3 Credit hours: 35

**2. Identification of the proposed program changes:** Establish admission requirements.

**3. Detailed program description:**

Current Admission Requirements	Proposed Admission Requirements
None	<p>1. Completion of MATH 126, MATH 227, and MATH 307 or MATH 310.</p> <p>2. A grade of C or better in each of the courses taken in item 1.</p> <p>3. An overall GPA of at least 2.4 in the mathematics program courses completed prior to admission (MATH 126 and above).</p> <p>(If a course is repeated, then the second grade is used to compute the GPA. If a course is repeated multiple times, then the average of all grades after the first attempt is used to compute the GPA.)</p>

**4. Rationale for the proposed program change:** The proposed course completion requirements will improve the retention rate of mathematics majors and ensure that all students entering the program are qualified and capable of studying upper-division mathematics. The grade and GPA requirements will create a uniform admission standard for students in the general option and secondary education (SMED) option.

**5. Proposed term for implementation and special provisions:** The proposed admission requirements will apply to students seeking admission to WKU for Fall 2010 and thereafter. Upon approval, the admission requirements will apply to all current students who seek to switch majors to mathematics. The requirements will not be retroactive to students who are already declared mathematics majors.



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

Mathematics Department

April 17, 2009

Ogden Curriculum Committee

May 7, 2009

Professional Education Council

May 13, 2009

Undergraduate Curriculum Committee

08/20/09

University Senate

**Attachment: Program Inventory Form**

Proposal Date: February 20, 2009

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

Contact Person: David K. Neal, [david.neal@wku.edu](mailto:david.neal@wku.edu), 745-6213

- 1. Identification of program:**
  - 1.1 Current program reference number: 528
  - 1.2 Current program title: Bachelor of Arts in Mathematics
  - 1.3 Credit hours: 48
- 2. Identification of the proposed program changes:** Establish admission requirements.
- 3. Detailed program description:**

Current Admission Requirements	Proposed Admission Requirements
None	<p>1. Completion of MATH 126, MATH 227, and MATH 307 or MATH 310.</p> <p>2. A grade of C or better in each of the courses taken in item 1.</p> <p>3. An overall GPA of at least 2.4 in the mathematics program courses completed prior to admission (MATH 126 and above).</p> <p>(If a course is repeated, then the second grade is used to compute the GPA. If a course is repeated multiple times, then the average of all grades after the first attempt is used to compute the GPA.)</p>

- 4. Rationale for the proposed program change:** The proposed course completion requirements will improve the retention rate of mathematics majors and ensure that all students entering the program are qualified and capable of studying upper-division mathematics. The grade and GPA requirements will create a uniform admission standard for students in the extended major (528) and general major (728).
- 5. Proposed term for implementation and special provisions (if applicable):** The proposed admission requirements will apply to students seeking admission to WKU for Fall 2010 and thereafter. Upon approval, the admission requirements will apply to all current students who seek to switch majors to mathematics. The requirements will not be retroactive to students who are already declared mathematics majors.

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

Mathematics Department

April 17, 2009

Ogden Curriculum Committee

May 7, 2009

Professional Education Council

May 13, 2009

Undergraduate Curriculum Committee

08/20/09

University Senate

**Attachment: Program Inventory Form**

# **General Education Committee**

Proposal Date: April 8, 2009

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

Contact Person: Dr. Ferhan Atici     [ferhan.atici@wku.edu](mailto:ferhan.atici@wku.edu)     745-6229

**1. Identification of course:**

- 1.1 Current course prefix and number: MATH 126
- 1.2 Course title: Calculus and Analytic Geometry I
- 1.3 Credit hours: 4.5

**2. Revise course title:**

- 2.1 Current course title: Calculus and Analytic Geometry I
- 2.2 Proposed course title: Calculus I
- 2.3 Proposed abbreviated title: Calculus I
- 2.4 Rationale for revision of course title: The proposed title for the first course in calculus conforms with the title used at many other major institutions.

**3. Revise course number:**

- 3.1 Current course number: MATH 126
- 3.2 Proposed course number: MATH 136
- 3.3 Rationale for revision of course number: The department is adopting a numbering system for its courses in which the tens digit indicates the specific mathematical area of the course. The numbers 30-39 will be for calculus courses.

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

- 4.1 Current prerequisites: Four years of high school mathematics, including Algebra II, geometry, and trigonometry, and satisfactory score on Math Placement Exam; or MATH 117 or MATH 118, with grade of C or better.
- 4.2 Proposed prerequisites: Four years of high school mathematics, including Algebra II, geometry, and trigonometry, and satisfactory scores on Math Placement Exam and Math Placement Trig Exam; or MATH 117 or MATH 118, with grade of C or better.
- 4.3 Rationale for revision of course prerequisites: Skill in trigonometry is necessary for success in calculus. Students who cannot demonstrate such skill through a satisfactory score on the MPTE would benefit from enrolling in MATH 117 prior to studying calculus.
- 4.4 Effect on completion of major/minor sequence: None. Students who do not have the required skills in trigonometry are often required to repeat the first calculus course.

**5. Revise course catalog listing:**

5.1 Current course catalog listing:

This is the first of a sequence of courses which present a unified treatment of plane and solid analytic geometry and differential and integral calculus. (Graphing calculator required.)

5.2 Proposed course catalog listing:

A course in one-variable calculus including topics from analytic geometry. Limits, derivatives, integration, and applications of polynomial, rational, trigonometric, and transcendental functions. Includes lecture and recitation. (Graphing calculator required.)

5.3 Rationale for revision of course catalog listing: The proposed listing describes the content and emphasis of the course in greater detail. The department also will deliver the course on a lecture//recitation schedule similar to that of many other institutions.

**6. Revise course credit hours:**

6.1 Current course credit hours: 4.5

6.2 Proposed course credit hours: 4

6.3 Rationale for revision of course credit hours: The change to 4 hours will make the course conform with Calculus I courses at most other major institutions and eliminate problems for students who wish to transfer calculus credit to or from WKU.

**7. Proposed term for implementation: Fall 2010**

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

Mathematics and Computer Science  
Department

04/10/2009

---

05/07/2009

Ogden Curriculum Committee

Professional Education Council

---

05/08/2009

General Education Committee

---

Undergraduate Curriculum Committee

University Senate

---

---

---

**Attachment: Course Inventory Form**

**Clinical Ranks**  
**Existing Documents Presented to University**



## MEMORANDUM

To: University Senate

From: Richard C. Miller  
Associate Vice President for Academic Affairs

Date: July 6, 2009

Re: Proposal-Clinical Practitioner Ranks

Colleagues,

I hope you are enjoying the summer and getting plenty of well deserved rest and relaxation.

I have been closely following the comments associated with the voting for Clinical Ranks. As some of you know, as a former dean of an allied health school, I am a strong advocate for non-tenure eligible clinical ranks, especially in the allied health sciences and health professions. While I understand many of the comments and concerns expressed by some, the effort to establish clinical ranks in the College of Health and Human Services (CHHS) was initiated a few years ago.

One of the most important reasons why clinical ranks are needed at WKU is to enable faculty who work mostly in a clinical environment the opportunity for promotion and to hold a faculty title commensurate with the responsibilities of colleagues at other colleges and universities where clinical ranks are common.

I submit that if WKU is to be competitive in the hiring market, current in the allied health arena, and establish a rigorous path for professional advancement of its clinically-oriented faculty, clinical ranks are essential. Some of you raised legitimate questions regarding promotional criteria. WKU has long regarded the importance of allowing departments/colleges the opportunity to establish discipline-based promotion criteria. Indeed, each of our departments has specific promotion and tenure criteria that are subject to approval by the Provost and Vice President for Academic Affairs. The same procedure would exist for clinical ranks.

A few weeks ago Julie Shadoan established a sub-committee of the Faculty Handbook Committee to discuss clinical ranks and to address many of the questions raised by faculty. I, and our Faculty Regent, Patty Minter, were members of that Sub-Committee. Following our discussions we were able to agree that clinical ranks were important for WKU and to recommend same to the University Senate.

Some of you have asked....why the urgency? Well, a number of highly qualified faculty, who would ordinarily be classified as "clinical" faculty are in tenure-eligible positions that require terminal degrees. Some of these individuals may be at-risk because terminal degrees are not commonly required by those holding clinical rank titles. As Senators, you are being asked to consider clinical practitioner ranks for the University to bring WKU into the mainstream of clinically-based degree programs.

If any Senator wishes to discuss this with me, please feel free to contact me.  
Thank you.

## **CLINICAL PRACTITIONER FACULTY RANKS**

Clinical Practitioner – A continuing, non-tenure track faculty member whose primary responsibilities include teaching and supervision of students in a practice setting; scholarship undertaken is generally assumed to be oriented towards scholarship of application.

### **Clinical Practitioner – Continuing, non-tenure track**

- i. **Clinical Practitioner I** – M.A./M.S. Degree, when this does not represent the terminal degree
- ii. **Clinical Practitioner II** – M.A./M.S. plus five years experience at the rank of Clinical Practitioner I; may be waived for persons holding additional qualifications
- iii. **Senior Clinical Practitioner** – Terminal degree plus five years experience at the rank of Clinical Practitioner II