

**UNDERGRADUATE CURRICULUM COMMITTEE
WESTERN KENTUCKY UNIVERSITY**

REPORT TO THE UNIVERSITY SENATE:

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

The Undergraduate Curriculum Committee submits the following items from the November 17, 2009, meeting for approval by the University Senate:

Information Item: (page 4)

1. PCAL: FLK 341, Peoples and Cultures of Asia
2. OCSE: AMS 477, Green & Sustainable Construction
MATH 473, Introduction to Graph Theory

Consent Agenda: (page 10)

1. CHHS: CFS 292, Diversity in Early Childhood Programs
CFS 294, Assessment of Young Children
CFS 391, Risk and Resilience
2. PCAL: SOC 430, Penology
ART 325, Asian, American & African Art
ENG 469, Introduction to Teaching English
COMM 495, Independent Study in Communication
DANC 111, Ballet I
DANC 113, Jazz I
DANC 115, Tap I
DANC 117, Modern I
DANC 334, Pointe I
DANC 336, Pointe II
DANC 108, Beginning Men's Ballet
DANC 211, Ballet II
DANC 311, Ballet III
DANC 318, Ballet IV
DANC 411, Ballet V
DANC 418, Ballet VI
DANC 451, Ballet VII
DANC 458, Ballet VIII
DANC 213, Jazz II
DANC 313, Jazz III

DANC 319, Jazz IV
 DANC 413, Jazz V
 DANC 419, Jazz VI
 DANC 453, Jazz VII
 DANC 459, Jazz VIII
 DANC 215, Tap II
 DANC 315, Tap III
 DANC 415, Tap IV
 DANC 217, Modern II
 DANC 317, Modern III
 DANC 417, Modern IV
 COMM 447, Studies in Public Communication
 ENG 397, Word Study
 SOCL 230, Deviant Behavior
 SOCL 433, Community Corrections

3. OGSE: EM 221, UK Statics
 EM 222, WKU Statics
 ME 300, Junior Design
 ME 330, Fluid Mechanics
 ME 344, Mechanical Design

Action Agenda: (page 29)

1. UCC Steering Committee: Proposal to Revise Academic Policy
2. UC: REF #____, Organizational Leadership
3. CHHS: HCA 120, Health Literacy for Consumers
 REF #____, Worksite Health Promotion
4. BGCC: UM 290C, Utility Management
 WTTI 291C, Utility Operations
 REF #246, AIS
 REF #____, Water Resource Management
5. PCAL: ART 305, Ancient Greek and Roman Art
 RELS 311, The Qur'an
 SOCL 233, Alternatives to Confinement
 SOCL 234, Security and Crime Investigation
 SOCL 309, Social Deviance
 SOCL 451, White Collar Crime
 REF #342, Criminology
6. OCSE: MATH 329, Probability and Statistics
 ME 220, Engineering Thermodynamics I

MATH 371, Advanced Computational Problem Solving
CS 371, Advanced Computational Problem Solving
STAT 401, Regression Analysis
STAT 402, Experimental Design
BIOL 405, Aquatic Insect Diversity
REF #543, Mechanical Engineering

Proposal Date: September 21, 2009

**Potter College of Arts and Letters
Department of Folk Studies and Anthropology
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Kate Hudepohl, kate.hudepohl@wku.edu, 745-5842

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: FLK 341
- 1.2 Course title: Peoples and Cultures of Asia
- 1.3 Abbreviated course title: Peoples and Cultures of Asia
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Survey of the cultures of South, East, and Southeast Asia with emphasis on origins, prehistoric and historic migrations, ecology and subsistence patterns, and the origins and evolution of the major civilizations of India, China, Japan, and Vietnam. Topics include kinship and the family, religion, social organization, gender, economy, colonialism and independence, globalization and development, and maintenance of traditions in modern contexts. Cross-listed with ANTH 341.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: It must be created to accommodate Spring 2010 registration, and there is insufficient time to complete the new course approval process. This course is cross-listed with reactivated ANTH 341. All of the peoples and cultures courses offered in the Anthropology Program and Folklore Program are cross-listed with each other (e.g. ANTH/FLK 340, ANTH/FLK342, ANTH/FLK 345, ANTH/FLK 350, and ANTH/FLK 378).
- 2.2 Relationship of the proposed course to courses offered in other academic units:: There is no anticipated negative effect on other programs or departments. We hope the course might be of useful to students interested in Asian culture (including religion). There may be limited overlap in course content with classes offered in other disciplines (e.g. HIST 460, 461, 471, 472, 110; PS 366; GEOG 465; RELS 303, 306), but these similarities are superficial due to the discipline-specific nature of the research methods and theoretical frameworks used in Anthropology and Folk Studies (the course is cross-listed with ANTH 341 and will be taught by anthropology faculty). We anticipate that the course will be included as an elective in the Asian Studies Program.

3. Description of proposed course

- 3.1 Course content outline
 - Asian Environments and People
 - Population, Agriculture, and Social Disparity
 - Development, Urbanization, and Quality of Life
 - South Asia: A Regional Approach (Pakistan, Himalayan States, India, Bangladesh, Sri Lanka and Indian Ocean)
 - East Asia: A Regional Approach (China, Japan, Korea, Taiwan)

- Southeast Asia: A Regional Approach (Indonesia)
 - Asian Diasporas
 - Major Issues of Asian American Experiences
 - Community Organizing and Ritual among Asian Americans
- 3.2 Tentative text(s) (3-4 texts would be used in any given semester along with a selection of articles).
- Evans, Grant and Maria Tam (editors) 1997 Hong Kong: The Anthropology of a Chinese Metropolis (Anthropology of Asia Series). University of Hawaii Press.
 - Gomes, Alberto 2007 Modernity and Malaysia: Settling the Menraq Forest Nomads (The Modern Anthropology of Southeast Asia). Routledge Press.
 - King, Victor T. 2003 The Modern Anthropology of South-East Asia: An Introduction. Routledge Curzon Press.
 - Min, Pyong Gap 2005 Asian Americans: Contemporary Trends and Issues. Second Edition. Pine Forge Press.
 - Mines, Diane P. and Sarah E. Lamb. 2002 Everyday Life in South Asia. Indiana University Press.
 - Scupin, Raymond 2005 Peoples and Cultures of Asia. Prentice Hall. (comprehensive volume of ethnographic research data gathered in Asia)
 - Walker, Andrew 2005 The Legend of the Golden Boat: Regulation, Trade and Traders in the Borderlands of Laos, Thailand, China, and Burma (Anthropology of Asia Series). Institute of Southeast Asian Studies Press.
 - Waterson, Roxana 2010 The Living House: An Anthropology of Architecture in South-East Asia. Tuttle Publishing.
 - Weightman, Barbara A. Dragons and Tigers: A Geography of South, East and Southeast Asia. Second Edition. New York: John Wiley & Sons.

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

- 4.1 Reason for offering this course a second time on a temporary basis: Term course was first offered:
- 4.2 Enrollment in first offering:

5. Term of Implementation: Spring 2010

6. Dates of review/approvals:

Department Folk Studies and Anthropology:	9/21/09
Potter College Curriculum Committee:	11/5/09
Dean	10/26/09
UCC Chair	11/6/09
Provost:	

Attachment: Course Inventory Form

Proposal Date: 9/23/2009

**Ogden College of Science and Engineering
Department of Architectural & Manufacturing Sciences
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Denise Gravitt, denise.gravitt@wku.edu, 745-2176

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: AMS 477
- 1.2 Course title: Green & Sustainable Construction and Development
- 1.3 Abbreviated course title: Green/Sustainable Construction
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites: ENG 300, and junior status or permission of instructor
- 1.7 Course description: Materials, methods and logic for green and sustainable community development and building construction. Leadership in Energy and Environmental Design (LEED) applications will be included in the course.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: Green and sustainable construction applications are expected to continue to be a major industry trend. Construction management program graduates will be required to have significant understanding of these topics, but this course will be open to students with other majors also. Based upon demand and feedback after the first offering, AMS 477 may be revised before being submitted as a permanent course offering. Then, after accreditation reviews, the course may be incorporated into the Major in Construction Management.
- 2.2 Relationship of the proposed course to courses offered in other academic units: Other sustainability courses exist but do not focus on the construction aspect.

3. Description of proposed course

- 3.1 Course content outline:
 - Definitions of green and sustainable construction/development
 - Green/Sustainable building and construction materials
 - LEED (Leadership in Energy and Environmental Design) aspects for construction projects
 - Exploration of existing green and sustainable buildings & projects
- 3.2 Tentative text(s): Sustainable Construction: Green Building Design and Delivery, 2nd Ed. by Charles Kibert, 2008.

4. Dates of review/approvals:

Arch & Manufacturing Sciences Dept: 10/2/09

Ogden Curriculum Committee 11/05/09

Ogden Dean _____

UCC Chair _____

Provost:

Attachment: Course Inventory Form

Proposal Date:10/22/09

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

Contact Person: Bela Csaba, e-mail: bela.csaba@wku.edu phone: 745-5385

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: MATH 473
- 1.2 Course title: Introduction to Graph Theory
- 1.3 Abbreviated course title: Intro Graph Theory
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites:
Prerequisite: MATH 307 with grade of C or better and MATH 310 with grade of C or better, or permission of instructor.
- 1.7 Course description: Fundamental concepts, key ideas and tools in graph theory, with an emphasis on proof methods and algorithms. Techniques and tools are applied to practical optimization problems and other areas of mathematics.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: There is a significant demand among undergraduate students for a graph theory course that could serve as an introduction to the subject and prepare students for a graduate level graph theory course. Moreover, many of the topics discussed in MATH 473 would be ideal for MATH 498 projects. We wish to offer this course on a temporary basis because there is insufficient time to complete the new course approval process prior to Spring 2010 registration.
- 2.2 Relationship of the proposed course to courses offered in other academic units: There is one graduate level graph theory course (MATH 541) offered by the Department of Mathematics and Computer Science. The proposed course is intended for undergraduate students.

3. Description of proposed course

- 3.1 Course content outline
 - Undirected and directed graphs as models of real life problems
 - Connectivity, spanning trees, finding the minimum weight spanning tree
 - Matchings in bipartite graphs, Hall's condition
 - Hard algorithmic problems: Hamiltonicity, vertex and edge coloring.
 - Approximation algorithms for scheduling.
 - Extremal problems, basics of Ramsey theory
 - Planar graphs, the Four Color Theorem
- 3.2 Tentative text(s) *Introductory Graph Theory* by Gary Chartrand, (XXXX), Dover Publications; ISBN 0486247759

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

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

Department of Mathematics and Computer Science:

October 20, 2009

OCSE Curriculum Committee

November 5, 2009

OCSE Dean Blaine Ferrell

UCC Chair

Provost:

Attachment: Course Inventory Form

Proposal Date: October 12, 2009

**College of Health and Human Services
Department of Consumer and Family Science
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Janet Fugate; janet.fugate@wku.edu; 745-4613

- 1. Identification of course:**
 - 1.1 Course prefix and number: CFS 292
 - 1.2 Course title: Diversity in Early Childhood Programs
 - 1.3 Credit hours: 3 hrs.
- 2. Current prerequisites:** CFS 191: Child Development, CFS 192: Working with Young Children and Families
- 3. Proposed prerequisites:** CFS 191 or instructor permission
- 4. Rationale for the revision of prerequisites:**

CFS 192 is an introductory class course to the field of early childhood education. The content of CFS 192 is not necessary for a student to be successful in CFS 292.
- 5. Effect on completion of major/minor sequence:**

These changes should not affect the completion of the course sequence.
- 6. Proposed term for implementation:** Fall 2010
- 7. Dates of prior committee approvals:**

CFS Department/Division:	_____10/16/09_____
CHHS Curriculum Committee	_____10/28/2009_____
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 12, 2009

**College of Health and Human Services
Department of Consumer and Family Science
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Janet Fugate; janet.fugate@wku.edu; 745-4613

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CFS 294
 - 1.2 Course title: Assessment of Young Children
 - 1.3 Credit hours: 3 hrs.
- 2. Current prerequisites:** CFS 191: Child Development, CFS 192: Working with Young Children and Families or instructor permission
- 3. Proposed prerequisites:** CFS 191 or instructor permission.
- 4. Rationale for the revision of prerequisites:** CFS 192 is an introductory class course to the field of early childhood education. The content of CFS 192 is not necessary for a student to be successful in CFS 294.
- 5. Effect on completion of major/minor sequence:**

These changes should make completion of the course sequence easier for students.
- 6. Proposed term for implementation:** Fall 2010
- 7. Dates of prior committee approvals:**

CFS Department/Division:	_____10/16/09_____
CHHS Undergraduate Curriculum Committee	_____10/28/2009_____
Professional Education Council	_____
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 12, 2009

**College of Health and Human Services
Department of Consumer and Family Science
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Janet Fugate; janet.fugate@wku.edu; 745-4613

1. Identification of course:

- 1.1 Course prefix and number: CFS 391
- 1.2 Course title: Risk and Resilience
- 1.3 Credit hours: 3 hrs.

2. Current prerequisites: CFS 292: Diversity in Early Childhood Programs

3. Proposed prerequisites: CFS 191 or instructor permission

4. Rationale for the revision of prerequisites:

CFS 391: Risk and Resilience focuses on development of social and emotional skills in young children. Understanding basic child development as presented in CFS 191: Child Development is essential for understanding of the development of social and emotional skills. The content of CFS 292 is not necessary for a student to be successful in CFS 391.

5. Effect on completion of major/minor sequence:

These changes should not affect the completion of the course sequence.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

CFS Department/Division: _____10/16/09_____

CHHS Undergraduate Curriculum Committee _____10/28/2009_____

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: October 20, 2009

**Potter College of Arts and Letters
Department of Sociology
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Edward Bohlander, edward.bohlander@wku.edu, 745-2299

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOC 430
- 1.2 Title: Penology
- 1.3 Credit hours: 3

2. Proposed course number: SOC 380

3. Rationale for the revision of course number: We are reorganizing the Criminology Minor to make all of the required courses at the 300 level and to make all lower-division electives at the 200 level and all upper-division electives at the 400 level.

4. Proposed term for implementation: Fall, 2010

5. Dates of prior committee approvals:

Sociology Department/Division: October 21, 2009

PCAL Curriculum Committee November 5, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 03/08/09

**Potter College of Arts and Letters
Department of Art
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Guy Jordan, guy.jordan@wku.edu, x58865

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: Art 325
- 1.2 Current course title: Asian, American & African Art
- 1.3 Credit hours: 3

2. Proposed course title: Art of Asia, Africa, and the Americas

3. Proposed abbreviated course title: Asia, Africa, Americas

4. Rationale for the revision of course title:

The use of the term “American” in the current course title for Art 325 is confusing. The proposed change to the more expansive term “the Americas” eliminates the risk that someone will misconstrue “American” as a reference to the United States.

5. Proposed term for implementation: Spring 2010

6. Dates of prior committee approvals:

Art Department:	April 14, 2009
Potter College Curriculum Committee	May 7, 2009
Professional Education Council	May 13, 2009
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 9/3/09

**Potter College of Arts & Letters
Department of English
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Dr. Elizabeth Grace Winkler, elizabeth.winkler@wku.edu, 5-2415

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 469
- 1.2 Current course title: Introduction to Teaching English as a Second Language
- 1.3 Credit hours: 3

2. Proposed course title: Second Language Acquisition Theory

3. Proposed abbreviated course title: SLA Theory

4. Rationale for the revision of course title:

The change better reflects the true content of the course, which covers second language acquisition of any language and not just English.

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

English Department: _____9/11/09_____

PCAL Curriculum Committee _____10/01/09_____

Professional Education Council _____10/14/09_____

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: October 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: COMM 495
 - 1.2 Course title: Independent Study in Communication
 - 1.3 Credit hours:3
- 2. Current prerequisites/corequisites/special requirements:** With permission of instructor
- 3. Proposed prerequisites:** COMM 200: Communication Foundations or instructor permission.
Proposed prerequisite or corequisite: COMM 300: Introduction to Research Methods or instructor permission.
- 4. Rationale for the revision of prerequisites:** The prerequisite will help to ensure students are exposed to the foundations of the discipline prior to taking 400-level courses.
Rationale for the revision of prerequisites/corequisites: This prerequisite/corequisite will help to ensure students are exposed to research methods prior to (or concurrently) taking 400-level courses. This will better prepare students to both analyze research articles and even conduct primary research, something particularly relevant to an independent study.
- 5. Effect on completion of major/minor sequence:**
Taking COMM 200 and 300 prior to 400-level courses will better prepare students to take upper division courses, increasing their chances of completing their major successfully.
- 6. Proposed term for implementation:** Fall 2010
- 7. Dates of prior committee approvals:**

Communication Department/Division:	May 1, 2009
Potter College Curriculum Committee	November 5, 2009
Undergraduate Curriculum Committee	_November 17, 2009
University Senate	_____

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of Theatre and Dance
Proposal to Revise Course Catalog Listing for Multiple Courses
(Consent Item)**

Contact Person: Carrie Brueck, carrie.brueck@wku.edu, 270-745-3142

1. Identification of course(s)

1.1-1.2 Course prefixes and titles (*Format amended with UCC chair consult)	DANC 111	Ballet I
	DANC 113	<i>Jazz I</i>
	DANC 115	Tap I
	DANC 117	Modern I
	DANC 334	Pointe I
	DANC 336	Pointe II
	DANC 108	<i>Beginning Men's Ballet</i>
	DANC 211	<i>Ballet II</i>
	DANC 311	<i>Ballet III</i>
	DANC 318	<i>Ballet IV</i>
	DANC 411	<i>Ballet V</i>
	DANC 418	<i>Ballet VI</i>
	DANC 451	<i>Ballet VII</i>
	DANC 458	<i>Ballet VIII</i>
	DANC 213	Jazz II
	DANC 313	Jazz III
	DANC 319	Jazz IV
	DANC 413	Jazz V
	DANC 419	Jazz VI
	DANC 453	Jazz VII
	DANC 459	Jazz VIII
	DANC 215	Tap II
	DANC 315	Tap III
	DANC 415	Tap IV
	DANC 217	Modern II
	DANC 317	Modern III
	DANC 417	Modern IV

1.3 Credit hours: 2 each

2. Current course catalog listing: Varies from course to course. No changes proposed to any current language except for the change or addition of repeatability language (explained in # 3 below) to each of the courses listed above.

3. Proposed course catalog listing:

- For those courses listed in bold above: Current language, plus: “*Repeatable up to three times for credit*”.
- For those courses listed but *not in bold* above: Current language, changing repeatability from “*one*” to “*three*.”

4. Rationale for revision of the course catalog listing: The acquisition of the physical and cognitive skills necessary to progress to a more advanced dance technique class happens at different rates amongst students. Similar to athletics, skills need repetition in order to master the specific kinds of muscular strength, motor abilities, and kinesthetic principals necessary, with some students requiring more repetition than others to reach mastery. Mastery of dance technique requires careful, developmental assimilation of skills, and a student who has not yet mastered a more elementary skill cannot successfully complete a more advanced skill. Advancing a student to a level for which they are not prepared increases their risk of injury as they attempt movement for which they are not prepared.

While the same fundamental skills are taught in each level, each semester provides students with a new class. The instructors vary the exercises, create new movement sequences utilizing the same skills, and develop new center combinations. Therefore, while a student repeating a particular level of dance technique may spend another semester working on the same fundamental skills, they will continue to be challenged in their ability to learn material quickly, retain movement sequences, enhance their movement style and quality, and expand their understanding of dynamics, energy, rhythm, and musicality.

A dancer's body needs consistent training regardless of what level they have achieved. Due to conflicts with other courses, often students may need to retake courses at a lower level than they are capable of just to be able to maintain training during a given semester. Students can still be working on skills and individual artistry within dance technique even if they are enrolled at a lower level and should be given credit for that work.

Using this sort of technique course repeatability to ensure the safe, developmentally sensitive application of kinesthetic rigor in dance technique courses is common to many well established University dance programs, including (but not limited to) Ball State University, Montclair State University, Oakland University, University of Illinois at Urbana-Champaign, Kent State University, and Florida State University.

5. Proposed term for implementation: Spring 2010

6. Dates of prior committee approvals:

Theatre and Dance Department:

10/6/09

Potter College Curriculum Committee

11/5/09

General Education Committee

Undergraduate Curriculum Committee

November 17, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: October, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Delete a Course
(Consent Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 447
- 1.2 Course title: Studies in Public Communication
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

COMM 447: Studies in Public Communication has not been offered within the department for a number of years. In fact, the course was never included as even an elective option in either of the undergraduate majors nor the minor.

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

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Communication Department: May 1, 2009

Potter College Curriculum Committee November 5, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: 10/21/09

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

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 397
- 1.2 Course title: Word Study: Vocabulary and Semantics
- 1.3 Credit hours: 3

2. Rationale for the course deletion: We have not offered this course in a number of years; it has been suspended for several years, and we have no plans to offer it again.

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

4. Proposed term for implementation: 201030

5. Dates of prior committee approvals:

English Department/Division:	10/21/09
PCAL Curriculum Committee	11/5/09
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 20, 2009

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

Contact Person: Matt Pruitt, matt.pruitt@wku.edu, 745.2376

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOCL 230
- 1.2 Course title: Deviant Behavior
- 1.3 Credit hours: 3.0

2. Rationale for the course deletion: SOCL 230, Deviant Behavior, is being renamed and renumbered in order to better reflect both the content of the course and its academic rigor. The new course is SOCL 309, Social Deviance.

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

SOCL 230 will be replaced as a requirement for the criminology minor by SOCL 309. SOCL 309 will also be an elective course for the sociology major.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Sociology Department October 21, 2009

PCAL Curriculum Committee November 5, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 9/24/09:

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

Contact Person: Edward Bohlander, edward.bohlander@wku.edu, 745-2299

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SOC 433
- 1.2 Course title: Community Corrections
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

Community Corrections is being renamed and moved to the 200 level as a new course (Alternatives to Confinement) to better fit the redefined course content.

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

None; the course is an elective in the Criminology minor and is not required by any University major/minor program.

4. Proposed term for implementation: Fall, 2010

5. Dates of prior committee approvals:

Sociology Department/Division: October 21, 2009

PCAL Curriculum Committee November 5, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 09/14/09

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EM 221
- 1.2 Course title: UK Statics
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Prerequisite: MATH 126
Pre/Corequisite: MATH 227, PHYS 250

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: MATH 136
Pre/Corequisite: MATH 137, PHYS 250 or 255

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

This change reflects the transition of the Mechanical Engineering program to the new PHYS 255/256 and PHYS 265/266 course sequence, while still allowing students with the old 250/251/260/261 to utilize those credits. This change also reflects the new numbers being implemented for the calculus sequence by the Mathematics Department in Fall 2010.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department	<u>29 October 2009</u>
OCSE Curriculum Committee	<u>05 Nov 2009</u>
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 09/14/09

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Course prefix (subject area) and number: EM 222
- 1.2 Course title: WKU Statics
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Prerequisite: MATH 126
Pre/Corequisite: MATH 227, PHYS 250

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: MATH 136
Pre/Corequisite: MATH 137, PHYS 250 or 255

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

This change reflects the transition of the Mechanical Engineering program to the new PHYS 255/256 and 265/266 course sequence, while still allowing students with the old PHYS 250/251/260/261 to utilize those credits. This change also reflects the new numbers being implemented for the calculus sequence by the Mathematics Department beginning in Fall 2010.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department: 29 October 2009

OCSE Curriculum Committee 05 November 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 09/14/09

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ME 300
- 1.2 Course title: Junior Design
- 1.3 Credit hours: 2.0

2. Current prerequisites/corequisites/special requirements:

Prerequisite: ME 200, ME 344
Pre/Corequisite: ME 310

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: ME 200, ME 344. Students must have satisfied the Mechanical Engineering Pre-Major requirements as shown in the iCAP system.
Pre/Corequisite: ME 310

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

This course is intended only for students who have completed the academic requirements to transition from Pre-Major to Major in ME. This will avoid issues with students being unable to file for graduation at the appropriate time.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department	<u>29 October 2009</u>
OCSE Curriculum Committee	<u>05 November 2009</u>
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 10/23/09

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ME 330
- 1.2 Course title: Fluid Mechanics
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Prerequisite: MATH 331 and EM 221

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: ME 220

Pre/Corequisite: MATH 331

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

The prerequisite and corequisite course requirements more closely reflect the student skills necessary for the course. The mathematics course is more appropriately positioned to provide the student with the necessary terminology to be conversant in the course, and the absence of ME 220, which captures the previous EM 221 prerequisite and assures appropriate academic progress, was an initial oversight.

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

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Engineering Department

29 October 2009

OCSE Curriculum Committee

05 November 2009

Undergraduate Curriculum Committee

November 17, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: 09/14/09

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ME 344
- 1.2 Course title: Mechanical Design
- 1.3 Credit hours: 3.0

2. Current prerequisites/corequisites/special requirements:

Prerequisite: ME 240, EM 303

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: EM 303

Pre/Corequisite: ME 240

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

The topical organization of ME 344 can be supported by taking ME 240 at the same time, rather than requiring ME 240 to be completed first. This will remove a scheduling problem encountered by many second year transfer students into the program.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Engineering Department	<u>29 October 09</u>
OCSE Curriculum Committee	<u>05 November 2009</u>
Undergraduate Curriculum Committee	<u>November 17, 2009</u>
University Senate	_____

Proposal Date: 06/02/2009

**Graduate Studies and Research
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Nevil Speer, nevil.speer@wku.edu, 5-5959

1. Identification of proposed policy revision:

Undergraduate student enrollment in graduate courses

2. Catalog statement of existing policy:

Undergraduate Seniors Earning Graduate Credit

Undergraduate seniors at Western may enroll in graduate course work (i.e., courses requiring graduate standing) during their final semester provided they meet the following conditions:

1. Admission requirements (see Standard Examination Scores for admission to graduate studies and to the program of interest) except for completion of the bachelor's degree,
2. Make formal application to graduate study (Form A should be submitted to Graduate Studies at least four weeks prior to the beginning of the semester),
3. Seniors lacking no more than 9 hours to complete a bachelor's degree may enroll in a maximum of 6 hours of graduate credit. Seniors lacking no more than 12 hours may enroll in a maximum of 3 hours of graduate credit.
4. Carry a final semester course load of no more than 15 hours (combined undergraduate and graduate hours), and
5. Do not, in any way, attempt to apply the graduate course(s) to the undergraduate degree.

Students wishing to pursue graduate credit must file the appropriate paper work, which can be obtained in the Office of Graduate Studies and Research. Requests for enrolling in graduate courses will not be considered without this form.

3. Catalog statement of proposed policy:

Undergraduate student enrollment in graduate courses

Undergraduate students at **Western Kentucky University** may enroll in graduate-level courses. Several conditions must be met to facilitate such enrollment:

1. Students must file all appropriate paper work through Office of Graduate Studies and Research.
 - a. Undergraduate Application for Graduate Enrollment Form
 - b. Letter of recommendation from director of graduate program (or department head) that speaks to the student's ability to perform at

graduate level and justification of appropriateness of enrollment in such courses.

2. Undergraduate students must have declared a major or minor in the subject area or a closely related area for which the graduate course is offered.
3. Students must have a minimum cumulative GPA of 3.0 in the major or minor area to which the graduate coursework is closely related
4. Students may enroll in no more than 15 hours of coursework (graduate and undergraduate combined) in any semester in which enrollment in graduate-level courses occurs.
5. With the concurrence of the student's undergraduate advisor, department head and dean, graduate coursework may be used to satisfy undergraduate degree requirements; however, graduate credit hours used to meet the requirements for a baccalaureate degree may not be used toward a graduate degree.

4. Rationale for proposed policy revision:

The proposed policy will provide an opportunity currently not granted to well-qualified undergraduate students to excel in the area(s) in which they are proficiently prepared. By allowing well qualified students, rather than seniors only, to take graduate courses we are providing not only an opportunity for undergraduate students to begin taking graduate courses for a graduate program, we are also providing a mechanism to complete their undergraduate degree and begin their graduate program simultaneously.

5. Impact of proposed policy revision on existing academic or non-academic policies: A review by the Office of the Registrar identified no impact on policies affecting any undergraduate degree programs. The adoption of this policy does not preclude the creation of accelerated graduate programs.

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Graduate Council Rules Committee	_____ June 4, 2009 _____
Graduate Council	_____ June 11, 2009 _____
UCC Academic Policy Subcommittee	November 15, 2009
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Proposal Date: 10/5/09

**University College
Proposal to Create a New Major Program
(Action Item)**

Contact Person: Cecile Garmon, cecile.garmon@wku.edu

1. Identification of program:

- 1.1 Program title: Organizational Leadership
- 1.2 Degree Type: Bachelor of Science
- 1.3 Classification of Instructional Program Code (CIP): 30.9999 Multi-/Interdisciplinary Studies, Other
- 1.4 Required hours in proposed major program: 48 hours
- 1.5 Special information: Organizational Leadership is an interdisciplinary degree designed to provide students with an understanding of leadership roles and responsibilities at various levels within organizations. Organizational Leadership provides professional and career-focused study for individuals matriculating to WKU with an associate's degree from a regionally accredited institution. It is also being developed to respond to changing educational needs arising within and driven by the regional economy. Organizational Leadership is designed to advance the professional objectives of associate degree holders
 - already in the workforce who need to complete a baccalaureate degree in their professional area for career advancement purposes or who desire to upgrade their knowledge and skills to improve career opportunities
 - or
 - matriculating directly from a KCTCS or other regionally-accredited two-year institution who would like to complete a baccalaureate degree at one of the WKU campuses

The core of the Organizational Leadership degree consists of an interdisciplinary combination of Leadership Studies, Management, Psychology, and Sociology courses that emphasizes the skills critical to effective leadership in a global perspective and at various levels within a variety of occupational environments. Focus options within the major teach students to apply these skills within a choice of organizational contexts. Faculty from participating departments assist in determining the identified electives.

Program facilitation and coordination will occur through the Center for Leadership Excellence in the University College. The intent is that this program will be delivered primarily through the WKU regional campuses in Elizabethtown/Radcliff, Glasgow, and Owensboro.

The Organizational Leadership major requires a minimum of 48 semester hours (a 30 credit-hour core and 18 credit-hours in identified electives) in addition to other university degree requirements. No minor or second major is required.

- 1.6 Program admission requirements: Admission into the Organizational Leadership major requires an associate's degree from an regionally-accredited institution. No particular associate's degree is specified.
- 1.7 Catalog description:

The Bachelor of Science in Organizational Leadership (reference number XXX) is an interdisciplinary degree providing an academic foundation for the professional and career-focused study of leadership. It is specifically designed to advance the professional objectives of adults already in the work force who desire to complete a baccalaureate degree for career advancement and expanded job opportunities.

The combination of leadership, management, and organizational communication, combined with a specific group of electives provides graduates with the knowledge and skills necessary to provide effective leadership at various levels and in a variety of occupational settings.

This degree program requires a minimum of 48 semester hours; 30 hours in a common leadership, management, psychology, and sociology core plus 18 hours in identified electives. Students must meet all University requirements for admission, continuance in the program, and graduation as explained in the WKU Undergraduate Catalog, including but not limited to successful completion of general education. Students admitted to the Bachelor of Science in Organizational Leadership must have previously earned an associate's degree from an regionally-accredited institution.

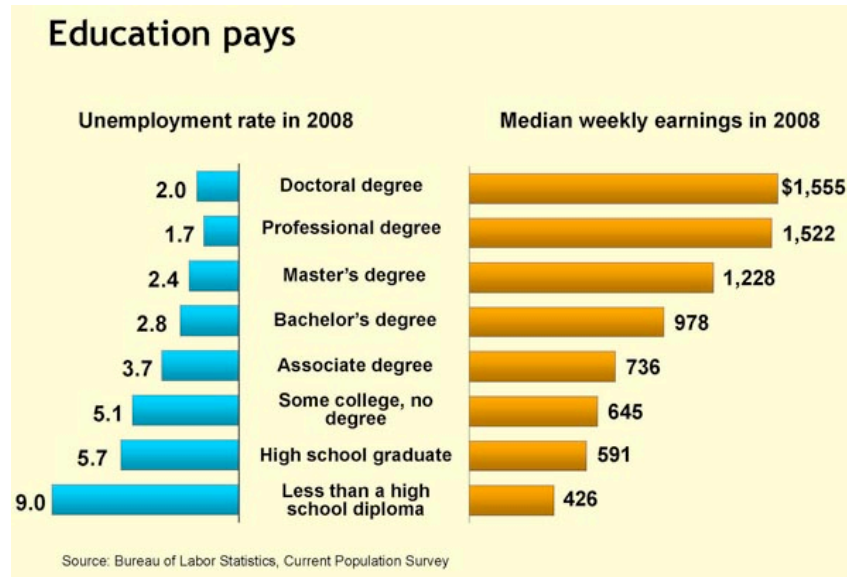
2. Rationale:

- 2.1 Reason for developing the proposed major program: This proposed program offers prospective students the great advantage of enhancing their understanding of their world and the ways in which they can grow and develop citizenship and leadership in the societies which they will join. An interdisciplinary degree in Organizational Leadership provides a strong variety of courses that match the diverse experiences and responsibilities for people in leadership situations. Because leadership itself involves and requires multiple areas of expertise, an interdisciplinary degree can provide a broader focus of learning than can be made available in one specific discipline. Also, the interdisciplinary focus permits a greater distribution of courses to the regional centers than is likely to be available from one single discipline. A program focusing on Organizational Leadership does not presently exist at WKU. This program will meet this need.

In addition, population information indicates the existence of a strong number of individuals in the WKU target area who hold the associate's degree but have not completed a baccalaureate degree. Many of these individuals work in areas in which they would have a great advantage for increased opportunities with a baccalaureate degree. It is well documented that, in order to be competitive in a knowledge-based economy, the Commonwealth needs more baccalaureate-educated Kentuckians:

- College graduates enjoy greater earnings (see graph below)
- College graduates have lower unemployment (see graph below)

- College graduates tend to be more engaged citizens
- States with more college graduates enjoy a higher quality of life
- States with more college graduates have stronger, more diverse economies



As a state, Kentucky is losing ground relative to other states in terms of the percentage of the population with a bachelor's degree or higher (47th) and in per capita income (43rd).

One approach with significant potential for Kentucky colleges and universities is to increase outreach and recruitment efforts to working professionals who need a baccalaureate degree to advance in their professions or to prepare for new and different careers. These individuals may have some college credit, or perhaps an associate's degree, but they need to complete a higher degree to take advantage of opportunities for promotion. In the WKU service region alone, there are 68,171 adults (ages 25 – 64) with some college credit and no degree and an additional 32,687 individuals holding an associate's degree (see Table 1 below).

Many of these individuals would like to return to school to complete their education. Stamats, a higher education marketing and consulting company, recently conducted a survey of over 1600 Kentuckians with some college credit. In this study, 23% indicated that they were "very likely" to re-enroll in college in the next two to three years, and an additional 27% said they were "somewhat likely" to re-enroll. The primary reason identified for pursuing a bachelor's degree was "to advance their current career" (36% of respondents). The number two reason (31% of respondents) was "to change careers/jobs." The opportunity exists for WKU to develop a professionally focused completer program for such individuals.

Table 1 – Associate's Degree Holders in the WKU Service Region

	Population	Percent of population	Number of associate's

County		holding an associate's degree	degree holders
Adair	17,244	3.6%	621
Allen	17,800	3.0%	534
Barren	38,033	3.5%	1,331
Breckinridge	18,648	4.1%	765
Butler	13,010	2.7%	351
Clinton	9,634	3.5%	337
Cumberland	7,147	2.9%	207
Daviess	91,545	5.6%	5,126
Edmonson	11,644	2.9%	338
Grayson	24,053	3.6%	866
Green	11,518	2.9%	334
Hancock	8,392	5.5%	462
Hardin	94,174	7.4%	6,969
Hart	17,445	2.6%	454
Larue	13,373	4.8%	642
Logan	26,573	3.8%	1010
McLean	9,938	5.1%	507
Meade	26,349	5.9%	1,555
Metcalfe	10,037	2.3%	231
Monroe	11,756	3.6%	423
Muhlenberg	31,839	3.6%	1,146
Ohio	22,916	4.2%	962
Russell	16,315	4.8%	783
Simpson	16,405	4.5%	738
Taylor	22,927	4.9%	1,123
Todd	11,971	3.6%	431
Warren	92,522	4.8%	4,441
Total Pool of Associate Degree Holders			32,687

Compiled from CPE's Kentucky Postsecondary Education Profile 2008-2010. Estimates for population aged 25 and over (U.S. Census 2000, Summary File 3, Table PCT 25)

In addition to these over 32,000 current associate's degree holders in the region, hundreds more graduate each year from regional community colleges. For example, during the 2008-09 academic year, there were 1532 associate's degrees awarded by KCTCS institutions in close proximity to WKU regional campuses (528 at Elizabethtown Community and Technical College, 156 at Henderson Community College, 458 at Madisonville Community College, and 390 at Owensboro Community and Technical College).

The proposed Organizational Leadership degree will afford these students the opportunity to move further along the educational attainment level spectrum and the degree will equip them with knowledge and skills needed by local employers. It will provide them a degree that

- is intentionally designed
- has a career orientation or focus

- develops professionally applied cognitive knowledge and skills across multiple disciplines
 - targets employability, job enhancement and/or career advancement
- 2.2 Projected enrollment in the proposed major program: It is anticipated that the initial enrollment will be 20 – 30 students with the expectation that within a few years the program will have an average enrollment of 150 – 200 students.
- 2.3 Relationship of the proposed major program to other programs now offered by the department: Leadership Studies does not offer a bachelor's degree. Organizational Leadership students explore leadership at various levels from small groups through large organizations and develop skills needed from an interdisciplinary core of courses. The proposed Organizational Leadership program is an interdisciplinary blend of courses that brings to bear relevant principles from multiple perspectives. While drawn from across disciplines, the coursework comprising Organizational Leadership is complementary and mutually supportive. The resulting interdisciplinary approach provides students with a rich, diverse set of knowledge and skills needed to lead at various levels and which would be difficult to obtain from a single discipline.
- 2.4 Relationship of the proposed major program to other university programs: Other programs within the University offer flexible completer options for associate's degree holders. Technology Management in the Department of Architectural and Manufacturing Sciences, Health Sciences in the Department of Allied Health, and Systems Management in University College are excellent examples. However, as mentioned, Organizational Leadership emphasizes knowledge and skills synthesized across multiple disciplines that can be applied to virtually any leadership/administrative situation. Electives are proposed to help meet a broad spectrum of professional objectives and to provide a context within which this knowledge and skills may be applied.

It is important to note that the courses that comprise the Organizational Leadership Core as well as the individual electives are drawn from the existing WKU course inventory. No new courses are being created. In this way, a variety of departments in the university contribute to this degree. Moving forward, it is anticipated that the Organizational Leadership degree will provide faculty in different departments with opportunities to partner programmatically in new ways. For example, this degree will enable departments to contribute courses to a degree that will be delivered at one of the WKU regional campuses in situations where it would be difficult for that department to deliver a complete program. The same is true for an on-line or hybrid program where a department might not be able to support the entire program but could partner with other departments and deliver courses for the Organizational Leadership degree.

The following restrictions will apply:

- No more than 24 semester hours from the School of Journalism and Broadcasting
- No more than 30 semester hours in courses administered by the Gordon Ford College of Business

- No more than 12 upper-level semester hours from the Gordon Ford College of Business
- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Northern Kentucky University (NKU) has a baccalaureate degree in Organizational Leadership that has a leadership core plus areas of concentration. As noted, the Organizational Leadership degree offers an excellent opportunity to partner with KCTCS institutions, particularly through the WKU Regional Campuses in Elizabethtown and Owensboro. Organizational Leadership will also be popular with U. S. Army personnel, including active duty and Department of the Army civilians, who will be relocating to Fort Knox, KY, as part of the Base Realignment and Closure. This gives an additional opportunity to support WKU campuses in Radcliff and Elizabethtown.
- 2.6 Relationship of the proposed major program to the university mission and objectives: The Organizational Leadership degree also directly contributes to several WKU strategic objectives (*Challenging the Spirit* 2007/08 – 2011/12) including the following:
 - Increase access to, participation in, and completion of the WKU experience (2a)
 - Ensure that the WKU experience adequately prepares graduates for graduate school and employment (2e)
 - Define and expand role in regional stewardship (4b)
 - Respond to economic and demographic opportunities on our three regional campuses (4c)
 - Encourage graduates to live and work in Kentucky (4g)

It also addresses the following four of the five “CPE Questions”

- Are more students enrolling?
- Are more students advancing through the system?
- Are we preparing Kentuckians for life and work?
- Are Kentucky’s communities and economy benefiting?

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

Students will assimilate knowledge from the multiple perspectives of the core that will challenge them to develop an integrated understanding of the professional area through synthesizing various points of view. In general, the overarching objectives of the degree will emphasize that students:

- Develop leadership skills and competencies needed to lead at various levels of organizations of various sizes
- Develop critical thinking/problem solving skills across multiple disciplines that relate to leadership and career advancement,
- Foster the capacity to respond effectively to changing professional demands,
- Expand the competence to apply appropriate theories and principles to leadership in occupational settings at various levels.
- Enhance knowledge and skills to address global issues related specifically to organizational leadership in the chosen concentration.

4. Program description:

- 4.1 Curriculum: Organizational Leadership requires 48 semester hours of coursework. The degree is comprised of a 30 hour core and an 18 hour area of electives. Core and electives are proposed that will allow students with consent of advisor to select courses that are most applicable to leadership in their choice of careers. Additional electives may be proposed through the curricular process as demands dictate.

ORGANIZATIONAL LEADERSHIP CORE

Leadership Studies: 15 hours

LEAD 200 Introduction to Leadership Studies (3) AND
LEAD 325 Leading Change (3)
LEAD 330 Leadership Ethics and Decision-Making (3)
LEAD 395 Contemporary Leadership Issues (3)
LEAD 400 Practicum in Leadership (3)

Management: 9 hours

MGT 210 Organization and Management (3) AND
Select two courses from the following list:
MGT 314 Operations Management (3)
MGT 417 Organizational Behavior (3)
MGT 419 Management of Organizational Conflict (3)

Global and Social-Cultural Perspective: 6 hours

PSY 350 Social Psychology (3)
PSY 355 Issues in Cross-Cultural Psychology (3)
PSY 370 Industrial/Organizational Psychology (3)

SOCL 360 The Community in Rural and Urban Settings(3)
SOCL 362 Social Institutions: Race, Class and Gender (3)
SOCL 375 Diversity in American Society (3)

Credit Hours in Core: 30 hours

ELECTIVES

GEOG 280 Introduction to Environmental Science (3)
GEOG 316 Fundamentals of Geographic Information Systems (4)
GEOG 317 Geographic Information Science (3)
GEOG 380 Principles of global Sustainability (3)
AND
GEOG 417 GIS Analysis and Modeling (3)
GEOG 419 GIS Applications Development (3)
OR

GEOG 474 Environmental Planning (3)
GEOG 487 Environmental Law and Policy (3)

PS 110 American National Government (3)
PS 211 Introduction to Public Policy (3)
PS 314 Government and Business (3)
PS 338 Government and Ethics (3)
PS 440 Elements of Public Administration (3)
PS 441 Public Personnel Administration (3)

PSY 350 Social Psychology (3)
PSY 355 Issues in Cross-Cultural Psychology (3)
PSY 370 Industrial/Organizational Psychology (3)

SOCL 360 The Community in Rural and Urban Settings (3)
SOCL 362 Social Institutions: Race, Class and Gender (3)
SOCL 375 Diversity in American Society (3)

- 4.2 Accreditation, certification, approval, and/or licensure: Not applicable
4.3 Program delivery: Program delivery modes will vary by concentration.
Contributors will be encouraged to develop programming such as IVS and online that can be delivered at regional campuses and other extended locations.

5. Resources:

- 5.1 Faculty: Faculty from participating departments throughout the university will have the opportunity to contribute to this program. Leadership Studies will handle the management and advisement for the program.
5.2 Technological and electronic informational resources (e.g., databases, e-journals)
5.3 Facilities and equipment:

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

University College Curriculum Committee November 2, 2009

Contact with Designee of the Office
of Academic Affairs (Dennis George),
re: CPE Posting November 2, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Program Inventory Form

Proposal Date: September 4, 2009

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

Contact Person: John B. White, PhD, john.white@wku.edu, 5-5867

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HCA 120
- 1.2 Course title: Health Literacy for Consumers
- 1.3 Abbreviated course title: Health Literacy for Consumers
- 1.4 Credit hours: 3
- 1.5 Type of course: L - Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Provides an introduction to health literacy from a consumer's perspective. Students will examine the current state of affairs in healthcare, identify medical challenges and learn how consumers can heighten awareness and better prepare to be their own best advocate.

2. Rationale:

- 2.1 Reason for developing the proposed course: Recent research targeting patient knowledge as a prerequisite for quality care has moved patient education beyond simple compliance with physician orders (Eysenbach & Jadad, 2001). The federal government is taking steps to increase patient knowledge and control over their own care provision (CHCS Fact Sheets 2009). Patient involvement in care decisions is seen as necessary for improved patient care outcomes
- 2.2 Projected enrollment in the proposed course: 20 per offering
- 2.3 Relationship of the proposed course to courses now offered by the department: The department currently offers courses in management of health services organizations but has no offerings examining care from a patient or client's perspective. While the consumer's perspective may be discussed in multiple courses (e.g., Strategic planning, Long-term care, Ambulatory care) it is not the focus of the course. The proposed class would remedy this. Further, as this is not a course intended to be focused on administration but rather the consumer experience, it is appropriate for anyone at the University involved in their own or another's care decisions.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is a discussion of topics/knowledge that should be useful to any health care consumer. No similar course exists at Western. This course would certainly be appropriate for students in gerontology, nursing, social work, psychology, and other majors. In a more general sense, this course is appropriate for any student who wishes to know more about patient empowerment and proven steps to improve their own or another's care.
- 2.5 Relationship of the proposed course to courses offered in other institutions: None of

our benchmark schools currently offer a health care literacy course. However, many Universities do offer a health care literacy course. Examples include Harvard School of Public Health, San Francisco State University, The Ohio State University College of Medicine, and the Rutgers School of Environmental and Biological Studies. However, each of these courses teaches clinicians how to talk to patients. None of these are intended to teach patients how to talk to clinicians or how to manage their own care decisions. There are courses aimed at improving the health literacy of patients, but these are typically offered around specific health knowledge topics. The proposed course covers more diverse topics and offers college credit.

3. Discussion of proposed course:

3.1 Course objectives:

- Describe the four components of healthcare literacy
- Define the healthcare maze
- Demonstrate effective verbal and written communication skills, for use when interacting with the healthcare systems;
- Compile a portfolio of personal health, dental and medical information for use when navigating the healthcare system;
- Describe steps to take in case of an medical emergency;
- Analyze healthcare processes and systems, identifying challenges and strategies for working within them;
- Discover how to navigate the healthcare maze at all levels of education, cultural and limited English proficiency

3.2 Content outline:

- The current consumer experience
- Wellness
- Medical Challenges
- Preparedness
- Survival Tips
- Hospital Experience
- Annual Physical
- Shared Responsibilities
- Managing your Doctor
- Building Trust

3.3 Student expectations and requirements: Students will be assessed through their participation, completion of assignments, and completed portfolio of recommended 'forms' containing health information and plans. No exam is expected over this material. The course is developmental and experiential.

- Participation:
 - Discussion board
 - Assignments
- Assignments:
 - Synchronous chat
 - Learning assignments
 - Reflection paper
- Portfolio:

- Living will
 - Genomic medical history
 - Actual medical history
 - Wishes regarding treatment of body after death
 - Medication Administration Record (MAR)
 - Discussion of personal insurance benefits
- 3.4 Tentative texts and course materials: Navigating the Healthcare Maze: What You Need to Know, by Jeff Knott, 2009, published by DC Press, Sanford, FL; ISBN: 978-1-932021-30-1

4. Resources:

- 4.1 Library resources: None Needed
- 4.2 Computer resources: This course is offered online through Blackboard. It is possible that conferencing software will also be used in the delivery of content (AdobeConnect).

5. Budget implications:

- 5.1 Proposed method of staffing: Adjunct 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:

Public Health Department:	<u>9/25/2009</u>
CHHS Undergraduate Curriculum Committee	<u>10/28/2009</u>
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Proposal Date: September 24, 2009

**College of Health and Human Services
Department of Public Health
Proposal to Create a New Certificate Program
(Action Item)**

Contact Person(s): Dr. Cecilia Watkins 270-745-4796 cecilia.watkins@wku.edu
 Dr. Gary English 270-745-2678 gary.english@wku.edu

1. Identification of program:

- 1.1 Program title: Worksite Health Promotion
- 1.2 Required hours in program: 18 Hours
- 1.3 Special information: This program is designed to enhance the educational opportunities for students and professionals in the field of health promotion and prevention at the worksite. This certificate will benefit many individuals such as wellness managers, human resource managers, occupational health and safety nurses, personnel directors, union personnel, upper-level management, safety department personnel, providers of health care services insurance, other industry professionals and employees serving in health and wellness roles.
- 1.4 Catalog description: The certificate program in Worksite Health Promotion is designed to provide training for students and professionals who have an interest in developing worksite health promotion programs in the private sector. This certificate program will provide a comprehensive skill base for assessment, planning, implementation and evaluation of health promotion programs in a worksite environment. The required courses are: PE 100, ENV 120, CFS 111, PH 100, 261, 402.

2. Objectives of the proposed certificate program:

- Utilize effective communication techniques with employees and employers, including conflict resolution.
- Design a worksite health promotion program, which will encompass all aspects of program planning.
- Design and perform program evaluation for quality and effectiveness.
- Manage a worksite health promotion program, including personnel supervision and the most effective program structure.
- Design and implement effective interventions within the worksite health promotion program.

3. Rationale:

- 3.1 Reasons for developing the proposed certificate program:
 - Provide worksites an opportunity for focused training in the area of prevention and health promotion to insure the ability to provide a supportive environment for a healthy working population.
 - Creates an additional option for individuals to increase their marketability in the workplace.

- Allows students another option within the Department of Public Health.
 - Creates an opportunity for students working toward a career in different disciplines to have training in health promotion and prevention.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: A minor is offered in Worksite Health Promotion in the Department of Public Health. This certificate is targeted for individuals in the workplace with all courses offered online for accessibility.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: No related undergraduate certificate is offered at Western Kentucky University.
- 3.4 Projected enrollment in the proposed certificate program:
- This program will be operated with the support of DELO.
 - An annual enrollment of 15-20 new students is expected based on industry demand.
 - Target 10% annual increase once program matures.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
- A Worksite Health Promotion Certificate is offered by East Carolina University. This program is a graduate certificate. This program requires 12 credit hours.
 - University of Southern Indiana offers an interactive internet certificate program, which is a ten-week, 60-hour continuing education program.
 - University of North Carolina, Chapel Hill offers a Worksite Health Promotion Certificate. This is a graduate certificate. This program requires 15 credit hours.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives:
- In accordance with the Western Kentucky University Mission, the worksite health promotion certificate will prepare student to be productive citizens of a global society that is concerned with the health and wellness of individuals in the workplace.
 - Lifelong learning opportunities will be created for place bound workers through online and cohort offerings of the certificate.
 - Students and professionals will be able to advance opportunities of responsibility for a healthy workplace through self-responsibility and ensuring a supportive workplace.

4. Curriculum:

- **PE 100 – Fundamentals of Physical Activity. (Gen Ed F)** A study of the basic knowledge, understandings, and values of physical activity. Laboratory experiences are required. 3 Hours
- **ENV 120 – Introduction to Occupational Safety and Health.** An introduction to the principles of occupational safety and health. A survey course covering the basic principles and techniques of accident investigation and prevention. 3 Hours
- **CFS 111 – Human Nutrition. (Gen Ed F)** Study of nutrients essential to human life and well-being. Nutrients are studied relative to their function in metabolism,

- sources in food, and relationship to health. 3 Hours
- **PH 100 – Personal Health. (Gen Ed F)** Examines behaviors and environmental conditions that enhance or hinder an individual's health status. 3 Hours
- **PH 261 – Foundations of Health Education.** An introduction to the discipline of health education, including history, theoretical basis, comparison and contrast of work settings, ethics, professional organizations, and prospective on the future. 3 Hours
- **PH 402 – Worksite Health Promotion.** Provides specific concepts and skills needed in worksite health promotion using comprehensive health promotion and educational techniques. Also, discusses policy issues, program planning and special populations interactions that are unique to the worksite setting. 3 Hours

Total: 18 credit hours required.

5. **Budget implications:** Support for the program will be provided by DELO. Courses will be taught off-load by existing full time and adjunct faculty members in the Department of Public Health. Also, the certificate will create opportunities for collaboration with faculty from other departments that have expertise in health and wellness.

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

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

Public Health Department: 9/25/09

CHHS Undergraduate Curriculum Committee 10/28/2009

University Curriculum Committee November 17, 2009

University Senate _____

Board of Regents _____

Attachment: Program Inventory Form

Proposal Date: 10-15-09

**Bowling Green Community College
Division of Liberal Arts and Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Deborah Weisberger, deborah.weisberger@wku.edu, 270.780.2540

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: UM290C
- 1.2 Course title: Internship: Utility Management
- 1.3 Abbreviated course title: Internship: UM
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: O – cooperative education
- 1.6 Prerequisites/corequisites: Prerequisite WTTI200C. Requires placement by the WTI Program Coordinator and instructor's permission.
- 1.7 Course catalog listing: Internship in water/wastewater management. May be paid or unpaid. Coordination required via WTI Program Coordinator. Pass or Fail Only. May be repeated for total of 6 hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will be required for students enrolling in the Water Resource Management degree program in the Utility Management concentration.
- 2.2 Projected enrollment in the proposed course: 20+. This course has been requested by the water and wastewater trade associations and state agencies to prepare students to enter the workforce.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is part of the new Associate in Water Resource Management under development in the Liberal Arts and Sciences Division at BGCC, to be used in the Water Utility Management track. There are funds available in the NSF-ATE grant to support summer internships.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Business Division offers BUS230C: Internship-Business, a very general business internship that allows students to explore job opportunities. UM290C is a very focused internship specifically developed for the Water and Wastewater Utility Management field.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The Water Resource Management program is very unique to BGCC. The program has a network of utilities with Memorandum of Agreements with the program. These utilities have agreed to offer any assistance needed to prepare students in the program with every advantage possible when they enter the workforce.

3. Discussion of proposed course:

- 3.1 Course objectives: To be exposed to and participate in Water Utility Management functions in a hands-on environment. Objectives of the internship may include: gain insight into the role of the public utility in the community, observe/participate in techniques related to managing field operations, observe/participate in management techniques related to operation emergencies, observe/participate in customer services roles, gain insight into rate structuring for public utilities, become familiar with utility organization, become familiar with regulations and laws as they pertain to public utilities, gain insight into human resource management of a public utility.
- 3.2 Content outline: Topics covered may include: Rate structuring, Laws and regulations for public utilities, relationship of public utilities to community and individuals living in that community, organizational structures of utilities, and human resource training. Students will work with the onsite supervisor and program coordinator to determine their specific duties and outcomes.
- 3.3 Student expectations and requirements: Students will follow the academic guidelines as specified by the BGCC Internship Manual. Students will complete 30 contact hours per 1 credit hour.
- 3.4 Tentative texts and course materials: Internship Manual

4. Resources:

- 4.1 Library resources: None Needed
- 4.2 Computer resources: None Needed

5. Budget implications:

- 5.1 Proposed method of staffing: Students will be in the field working with experienced water utility managers. The program will be coordinated by the WTI Program Coordinator, a position already in place at BGCC. No additional staffing will be required.
- 5.2 Special equipment needed: None Needed
- 5.3 Expendable materials needed: None Needed
- 5.4 Laboratory materials needed: None Needed

6. Proposed term for implementation: Summer 2010

7. Dates of prior committee approvals:

Liberal Arts and Sciences Division:	__October 23, 2009
__Bowling Green CC Curriculum Committee	__November 2, 2009
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 10-15-09

**Bowling Green Community College
Division of Liberal Arts and Sciences
Proposal to Create a New Course
(Action Item)**

Contact Person: Deborah Weisberger, deborah.weisberger@wku.edu, 270.780.2540

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: WTTI291C
- 1.2 Course title: Internship: Utility Operations
- 1.3 Abbreviated course title: Internship: UO
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: O – cooperative education
- 1.6 Prerequisites/corequisites: Prerequisite WTTI200C. Requires placement by the WTI Program Coordinator and instructor's permission.
- 1.7 Course catalog listing: Internship in water/wastewater operations. May be paid or unpaid. Coordination required via WTI Program Coordinator. Pass or Fail Only. May be repeated for total of 6 hours.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will be required for students enrolling in the Water Resource Management degree program in the Water or Wastewater Operations concentration.
- 2.2 Projected enrollment in the proposed course: 20+. This course has been requested by the water and wastewater trade associations and state agencies to prepare students to enter the workforce.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is part of the new Associate in Water Resource Management under development in the Liberal Arts and Sciences Division at BGCC, to be used in the Water Utility Management track. There are funds available in the NSF-ATE grant to support internships.
- 2.4 Relationship of the proposed course to courses offered in other departments: The Business Division offers BUS230C: Internship-Business, a very general business internship that allows students to explore job opportunities. WTTI291C is a very focused internship specifically developed for the Water and Wastewater Utility Operations field.
- 2.5 Relationship of the proposed course to courses offered in other institutions: The Water Resource Management program is very unique to BGCC. The program has a network of utilities with Memorandum of Agreements with the program. These utilities have agreed to offer any assistance needed to prepare students in the program with every advantage possible when they enter the workforce.

3. Discussion of proposed course:

- 3.1 Course objectives: To be exposed to and participate in Water Utility Operations functions in a hands-on environment. Objectives may include: observe/participate in the activities performed by water/wastewater operators, including tasks such as: operation of machinery used in water/wastewater treatment, calculations and procedures related to chemical aspects of industry, offsite activities such as meter reading.
 - 3.2 Content outline: Topics covered may include: Structural make-up of treatment facilities, chemical and physical processes used in water/wastewater treatment, types and usage of holding structures (ponds), collection of wastewater and distribution of potable water. Students will work with the onsite supervisor and program coordinator to determine their specific duties and outcomes.
 - 3.3 Student expectations and requirements: Students will follow the academic guidelines as specified by the BGCC Internship Manual. Students will complete 30 contact hours per 1 credit hour.
 - 3.4 Tentative texts and course materials: Internship Manual
- 4. Resources:**
- 4.1 Library resources: None Needed
 - 4.2 Computer resources: None Needed
- 5. Budget implications:**
- 5.1 Proposed method of staffing: Students will be in the field working with experienced water utility managers. The program will be coordinated by the WTI Program Coordinator, a position already in place at BGCC. No additional staffing will be required.
 - 5.2 Special equipment needed: None Needed
 - 5.3 Expendable materials needed: None Needed
 - 5.4 Laboratory materials needed: None Needed
- 6. Proposed term for implementation: Summer 2010**
- 7. Dates of prior committee approvals:**

Liberal Arts and Sciences Division:	__October 23, 2009
Bowling Green CC Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 08/28/09

**Bowling Green Community College
Liberal Arts and Sciences Division
Proposal to Revise A Program
(Action Item)**

Contact Person: Deborah Weisberger, Deborah.weisberger@wku.edu, 780-2540

1. Identification of program:

- 1.1 Current program reference number: 246
- 1.2 Current program title: Associate of Interdisciplinary Studies
- 1.3 Credit hours: 64

2. Identification of the proposed program changes: Reduction in the number of degree program hours from 64 to 60

3. Detailed program description:

General Education Requirements

Category A: Organization/Communication of Ideas (6 hours)

English 100
Category A elective

Category B: Humanities (6 hours)

English 200
Category B elective

Category C: Social/Behavioral Sciences (6 hours)

History 119/120
Category C elective

Category D: Natural Sciences/Mathematics (6 hours)

Math
Category D1 elective

Category E: World Culture (3 hours)

Category F: Health/Wellness (3 hours)

General Education Requirements

Category A: Organization/Communication of Ideas (6 hours)

English 100
Category A elective

Category B: Humanities (6 hours)

English 200
Category B elective

Category C: Social/Behavioral Sciences (6 hours)

History 119/120
Category C elective

Category D: Natural Sciences/Mathematics (6 hours)

Math
Category D1 elective

Category E: World Culture (3 hours)

Category F: Health/Wellness (2 hours)

Areas of Emphasis-27 hours in 2 areas of emphasis with a minimum of 9 hours in each area

Electives
7 hours

Total: 60 hours

Areas of Emphasis-27 hours in 2 areas of emphasis with a minimum of 9 hours in each area

Electives
4 hours

Total: 64 hours

4. **Rationale for the proposed program change:** To reflect the changes made in associate degree programs to consist of 60 hours.
5. **Proposed term for implementation and special provisions (if applicable):** Already being implemented by registrar but specific changes-201010
6. **Dates of prior committee approvals:**

Liberal Arts and Sciences Department/Division: October 1, 2009

BGCC Curriculum Committee October 5, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Program Inventory Form

Proposal Date: October 5, 2009

**Bowling Green Community College
Department of Liberal Arts and Sciences
Proposal to Create a New Major Program
(Action Item)**

Contact Person: Deborah Weisberger
Deborah.weisberger@wku.edu
270-780-2540

1. Identification of program:

- 1.1 Program title: Water Resource Management
- 1.2 Degree Type: Associate of Science
- 1.3 Classification of Instructional Program Code (CIP): 15.506
- 1.4 Required hours in proposed major program: 45 hours
- 1.5 Special information: None
- 1.6 Program admission requirements: None
- 1.7 Catalog description: The associate degree in Water Resource Management (reference number ??) requires a minimum number of 60 hours and leads to an Associate of Science degree. The program is designed to meet the increasing need for individuals in the fields of water and wastewater treatment to understand the broad concepts of the industry and the technical tasks required.

2. Rationale:

- 2.1 Reason for developing the proposed major program:

According to the Bureau of Labor Statistics Occupational Outlook Handbook, 2008-009, the employment rate for water and wastewater treatment operators is predicted to grow by 14%, faster than the average for all other occupations. The Bureau predicts that over 20,000 new operators will be needed by 2016 to meet the needs of the industry. Increased populations, economic growth and industrial development will increase demand for new plants, creating new jobs. Although most existing jobs are in the public sector, there has been an increased reliance on private firms, leading to an increased demand for operators in that sector. The retirement of large numbers of experienced operators (baby boomers) will also increase demand as they will need to be replaced. According to Diversity Working, an on-line job search engine, individuals with college training will have the best employment opportunities. Workforce issues, particularly the impending retirement of Baby Boomers and the increased competition for employees, have been in the top five concerns among water professionals surveyed for AWWA's State of the Industry Report for the past four years. Additionally, in a report from the National Rural Water Association, Pat Scalera, CEO of the New York Rural Water Association stated that, "many municipalities are facing intense challenges in the effort to find and hire professional water and wastewater operators."

The program is being developed at the request of Water and Wastewater Trade Associations and State Agencies to prepare students to enter the workforce. Each individual state has regulations on the requirements for operator licensure within their state, including experience requirements. Completion of this program will reduce the time required to achieve licensure by up to two years due to substitution of education for on-the-job experience. In addition, the Area Development Districts (ADDs) are asking institutions of higher learning to develop programs that require two years or less to complete for individuals who have recently become unemployed due to the economic down-turn.

Water and wastewater operation is not a glamorous profession. Few individuals make it their life's ambition to be a water/wastewater treatment plant operator. This may be due to the physically demanding aspect of the job or the unappealing nature of some tasks. In addition, most people do not understand the requirements of producing potable water, nor the processes undertaken to treat wastewater. Degree programs will raise the professional perception of the industry, making it more desirable as a career of choice.

One final note: Bowling Green Community College, in partnership with the Center for Water Resource Studies at WKU, has received an Advanced Technological Education grant from the National Science Foundation to develop an education program in water and wastewater operations. As such, this program has funding for internships and other program development associated costs. Under this grant, a Program Coordinator position has been created to recruit and assist students in the program as well as coordinate internship and other educational opportunities with partnering utilities.

2.2 Projected enrollment in the proposed major program:

Initial enrollment is anticipated to be between 20 and 25 students based on informal surveys of current operators and trade associations. Enrollment is anticipated to increase significantly over the next few years due to recruiting efforts by the Education Coordinator, trade associations, state agencies, and partnering utilities. We are anticipating three major classifications of students: (i) operators already working in the industry who want to enhance their education for advancement opportunities, (ii) incoming freshman recruited from high schools by local utilities, and (iii) non-traditional students looking for an education in an in-demand field and/or being supported by Area Development Districts due to loss of employment.

2.3 Relationship of the proposed major program to other programs now offered by the department:

There is no relationship between the proposed program and other programs in this division. However, the Business Division of BGCC has, under its Business Associate degree program, a concentration in Water Utilities Management. This concentration will be moved into the Water Resource Management degree program.

2.4 Relationship of the proposed major program to other university programs:

There is no comparable degree program at Western Kentucky University, either at the associate or bachelor degree level. The Geography/Geology Department offers a Bachelor of Science with a minor in Water Resources.

However, this minor's emphasis is more environmental and does not provide the technical expertise or training needed to be a water/wastewater operator.

2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

Eastern Kentucky University and Murray State University offer Bachelor of Science degrees in Environmental Health Sciences (EKU) and Environmental Engineering Technology (MSU) that have, as part of the degree requirements, courses dealing with wastewater disposal and treatment, and water quality. However, the programs are very broad, including topics other than those related to water and do not provide the technical aspects needed for water/wastewater treatment operators.

The Kentucky Community and Technical College System offers associate degrees in Environmental Science and Environmental Technology. These degrees include, but are not limited to, courses in water and wastewater treatment. As with the other programs in Kentucky, these do not provide the technical knowledge or expertise required for the job. Instead, they offer a broad base of concepts upon which students could build to obtain employment as a water/wastewater treatment operator. Moreover, this degree is only offered at Bluegrass Community College, located in Lexington, Kentucky.

None of the benchmark institutions reviewed offered an associate degree in this area; they are primarily 4 year institutions and offer few, if any, 2 year degrees. Nationwide, there are several community colleges offering these types of programs: Delta College (Michigan), Cuyamaca College (California), Casper College (Wyoming), and Mountain Empire Community College (Virginia). There are some universities that offer associate or certificate programs: University of Massachusetts at Lowell (Massachusetts), University of Alaska Southeast (Alaska), University of California Sacramento (California), and Montana State University (Montana). The vast majority of programs related to the water/wastewater industry are offered only in a face-to-face setting, requiring students to reside locally in order to achieve degrees.

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

By being available entirely on-line or in combination with traditional face-to-face courses, this program will enhance the WKU Vision "A leading American university with international reach" by reaching outside the traditional classroom, outside the Commonwealth of Kentucky, and even outside the United States into the international realm.

According to the WKU Undergraduate Catalog, 2009-2010, "Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society. It provides research, service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach." Programs such as this one broaden WKU's reach considerably. Students completing the proposed degree program will be prepared to enter an in-demand workforce as highly productive employees. In addition, there is no greater socially responsible

profession that that of the water and/or wastewater operator, since they protect both public and environmental health as part of their everyday tasks. Operators also provide for a higher quality of life for the populations that live within their facility's operating boundaries.

As an initial step in the achievement of higher education, students in this program have the opportunity to advance from this program into Bachelor's and possibly even Master's programs offered by other colleges at WKU and/or other institutions of higher learning. By having opportunities for advancing their educational goals, it is hoped that the students of this program will acquire a desire for life-long learning.

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

- Fill a need for operators and/or utility managers in the water/wastewater industry
- Enhance the perception of the water/wastewater industry as an employer of choice
- Protect public and environmental health by educating the stewards of the water/wastewater industry
- Provide prospective WKU students with a greater variety of educational opportunities
- Enhance the ability of WKU to reach students at greater distances
- Enhance relationships between WKU and other entities (namely public utilities)
- Fulfill the requirements of the Advanced Technological Education grant received from the National Science Foundation to develop this program

4. **Program description:**

4.1 Curriculum:

The Associate Degree in Water Resource Management will prepare students to enter the fields of Water/Wastewater Treatment Operations and/or Water Utilities Management. Completion of the AS degree requires students to complete fifteen (15) hours of general education courses, a science core of twenty-one (21) hours, and twenty-four (24) hours in an area of concentration.

General Education Courses: 15 Hours

Category A:

ENGL 100/C Intro to College Writing	3 Hours
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Category B:

Category B Elective	3 Hours
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Category C:

PS 110/C American Nat'l Government	3 Hours
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Category C Elective	3 Hours
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Category D:

MATH 116/C College Algebra	3 Hours
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Core: 21 hours

BIOL 113/C	General Biology	3 Hours
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BIOL 207/C	General Microbiology	3 Hours
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CHEM 101/C	Introduction to Chemistry	3 Hours
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ENV 280	Intro to Environmental Science	3 Hours
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MATH 117/C	Trigonometry	3 Hours
PHYS 101	Concepts/Motion	3 Hours
GEO 100/C	Intro to Physical Environment	3 Hours

Concentrations: 24 hours (There are 3 areas of concentration)

Water Technology

WTTI 200C	Water Supply/Waste Water Control	3 Hours
WTTI 210C	Water Treatment Processes	3 Hours
WTTI 212C	Water Distribution/Waste Water Collection Systems	3 Hours
WTTI 220C	Calculations/Hydraulics for Water	3 Hours
WTTI 222C	Water/Wastewater Instrumentation And Control	3 Hours
WTTI 226C	Water Chemistry	3 Hours
WTTI 230C	Advanced Water Treatment Processes	3 Hours
WTTI 291C	Internship: Utility Operations	3 Hours

Wastewater Technology

WTTI 200C	Water Supply/Waste Water Control	3 Hours
WTTI 211C	Waste Water Treatment Processes	3 Hours
WTTI 212C	Water Distribution/Waste Water Collection Systems	3 Hours
WTTI 221C	Calculations and Hydraulics for Waste Water and Storm Water	3 Hours
WTTI 222C	Water/Wastewater Instrumentation And Control	3 Hours
WTTI 226C	Water Chemistry	3 Hours
WTTI 231C	Advanced Wastewater Treatment Processes	3 Hours
WTTI 291C	Internship: Utility Operations	3 Hours

Water Utilities Management-

WTTI 200C	Water Supply/Waste Water Control	3 Hours
UM 101C	Water Utility Management	3 Hours
UM 205C	Water Utility Organization, Regulation and Law	3 Hours
UM 215C	Water Utility Finance and Administration	3 Hours
UM 225C	Human Resource Management For Water Utilities	3 Hours
UM 235C	Water Utility Management and Human Relations	3 Hours
UM 245C	Modern Technology and Water Technology Management	3 Hours
UM 290C	Internship: Utility Management	3 Hours

4.3 Program delivery: Web

5.1 Faculty: No additional faculty will be needed.

5.3 Facilities and equipment: None needed

7. Dates of prior committee approvals:

Bowling Green CC Curriculum Committee November 2, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate

Attachment: Program Inventory Form

Proposal Date: April 14, 2009

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

Contact Person: Guy Jordan, guy.jordan@wku.edu, x58865

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ART 305
- 1.2 Course title: Ancient Greek and Roman Art
- 1.3 Abbreviated course title: Ancient Greek and Roman Art
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: ART 105 or Permission of Instructor
- 1.7 Course catalog listing: Investigation of the artistic heritage of Ancient Greece and Rome from the Bronze Age to 476 CE.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course fills a major gap in the Art Department's curriculum which at present does not offer any upper-division courses that examine the art of classical antiquity.
- 2.2 Projected enrollment in the proposed course: 25. This course will serve growing numbers of majors and minors in the Art Department and will allow the faculty to offer a more varied array of electives that will increase the likelihood that students will be able to finish their programs on time. The course will also fulfill requirements for students majoring in interdisciplinary fields for which it may provide an appropriate fit in current or future curricula.
- 2.3 Relationship of the proposed course to courses now offered by the department: ART 305 will offer an in-depth examination of material that provides the foundation for much of the artistic production of Europe over subsequent centuries. As such, it will add an additional, valuable layer of context to ART 300: Early Medieval Art, ART 301: Romanesque and Gothic Art, ART 401: Italian Renaissance Art, ART 403: Northern Renaissance Art, ART 314: Southern Baroque Art, ART 302: Nineteenth Century Art, ART 312: Art of the United States to 1865, and ART 313: Art of the United States from 1865.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course duplicates some material offered in HUM 191: Fine Arts of Ancient Greece and Rome, but is proposed here as an upper-division course that builds upon the Greco-Roman foundations covered in ART 105 and satisfies the particular elective requirements of majors and minors in the Art Department. ART 305 will complement other courses in the university curriculum that investigate in part or in whole the literature (ENG 354: History of Drama to 1640, ENG 385: World Literature, ENG 396: Mythology, ENG 412: History of

Rhetoric), history (HIST 305: Ancient Greece, HIST 306: Ancient Rome), and intellectual heritage (PHIL 302: History of Western Philosophy I: Ancient and Medieval) of the classical world.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses covering Greek and Roman art are already offered at other institutions in the Commonwealth of Kentucky. These include those at the University of Kentucky (A-H 312: Studies in Greek Art, A-H 313: Studies in Roman Art), The University of Louisville (ART 351: Greek Art and Architecture, ART 352: Aegean Art and Architecture, Art 353: Roman Art and Architecture), Northern Kentucky University (ARTH 350: Ancient Art), Eastern Kentucky University (ARH 492: Greek and Roman Art), and Murray State University (ART 415: Greek & Roman Art).

3. Discussion of proposed course:

- 3.1 Course objectives: Students taking this course will gain a working knowledge of the formation and development of the visual arts in Ancient Greece and Rome including sculpture, ceramics, painting, architecture, and urban planning, all considered within their appropriate social, political, religious, and cultural contexts. Moreover, students will gain an appreciation of the critical and proactive role played by visual and material culture in the everyday lives of ancient peoples.
- 3.2 Content Outline: This course will examine the historical development of the visual arts in Ancient Greek and Roman civilizations from the Bronze Age until the fall of the Roman Empire in 476 CE. Topics to be covered include: the earliest examples of visual art from the Cycladic and Minoan civilizations, the Peloponnesian citadels of Tiryns and Mycenae, Archaic Greek sculpture and its relationship to the wider Mediterranean world, the development of Greek temples from the Archaic Period to the Hellenistic Age, Classical and Hellenistic Greek sculpture, styles of Greek pottery, gender and representation in Greek art, Greek funerary stele, Greek and Roman coinage, the visual art of the Etruscans as a model for Ancient Rome, the political and religious functions of Roman architecture, fresco painting in Pompeii and Herculaneum, Idealism and Verism as alternative strategies of representation in Roman sculpture, *spolia* as a decorative strategy on Roman monuments, Roman sarcophagi, and the ways in which the visual arts indicated the “decline” of Roman hegemony in the 3rd and 4th centuries CE.
- 3.3 Student expectations and requirements: In addition to gaining an understanding of the chronological development of the visual arts in the classical world from the Bronze Age through the fall of the Roman Empire in 476 CE, students will learn to think critically about the form and function of images produced in Greek and Roman societies. Student learning will be assessed through quizzes, a midterm, a final exam, and a research paper.
- 3.4 Tentative texts and course materials: Two textbooks: Pedley, John Griffiths, *Greek Art and Archaeology*, 4th ed. (New York: Prentice Hall, 2007), and Kleiner, Fred, *A History of Roman Art*, 1st ed. (New York: Wadsworth, 2007); and other books and materials drawn from the WKU libraries.

4. Resources:

- 4.1 Library resources: The library has adequate holdings in this area.
- 4.2 Computer resources: Free and reputable on-line resources that relate to Greek and Roman art are abundant. They include *The Perseus Project* at Tufts University (<http://www.perseus.tufts.edu/art&arch.html>) and the extensive classical topics covered by the Metropolitan Museum of Art's *Heilbrunn Timeline of Art History* (<http://www.metmuseum.org/toah/>).

5. Budget implications:

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

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Art Department:	4/14/09
Potter College Curriculum Committee	5/7/09
Professional Education Council	5/13/09
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 5, 2009

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

Contact Person: Scott Girdner, scott.girdner@wku.edu, (270) 745-5758

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: RELS 311
- 1.2 Course Title: The Qur'an
- 1.3 Abbreviated Title: THE QUR'AN
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/co-requisites: none
- 1.7 Course Catalog listing: An introduction to the Qur'an and its contemporary and historical roles in the lives of Muslims as well as in their societies and cultures.

2. Rationale

- 2.1 Reasons for developing the proposed course: The proposed course is essential for equipping students with tools to engage historical and contemporary studies of Muslim cultures and communities with greater sophistication.
- 2.2 Proposed enrollment of course: 40, based on interest of students in RELS 306 Islamic Religious Traditions.
- 2.3 Relationship of course to courses offered now: The course will complement RELS 306 Islamic Religious Traditions, and both will be essential for providing a foundation in Islamic Studies. With this foundation, the student will be able to engage in more in depth study of Islamic Traditions in more specialized courses. The course will satisfy the three hour requirement for studying religious texts for Religious Studies Majors and Minors and is comparable to RELS 300 The Life of Jesus and RELS 301 The Life and Teachings of Paul as well as RELS 100 The New Testament and RELS 101 Hebrew Scriptures.
- 2.4 Relationship of proposed course to courses offered in other departments: There is no comparable course at WKU. However, the course will serve as an introduction to this world literary classic, which will support the curriculum in other departments. The course supports or develops topics relevant to courses in, for example, the Departments of History (HIST 462, History of the Middle East) and Art History (ART 407, Islamic Art and Architecture).
- 2.5 Relationship of proposed course to course offered in other institutions: A Qur'an course is commonly offered in many Religious Studies programs and is a standard component of Islamic Studies programs. The University of Kentucky offers a Qur'an course, as does the University of North Carolina, The University of Georgia, Virginia Commonwealth University and Boston University. These courses are often at the equivalent of a 300-level course.

3. Discussion of proposed course:

3.1 Course Objectives:

- To familiarize the student with the Qur'an, its themes, style, structure, history, and roles in contemporary and historical expressions of Muslim faiths and cultures.
- To introduce the student to the variety of approaches to the Qur'an in Islamic traditions including both traditional and contemporary approaches to legal, mystical, philosophical, theological, political, and feminist interpretations of the text.
- To introduce the student to the Qur'anic and subsequent conceptions of the relationship between the Qur'an and other scriptures as well as other literary classics such as the poetry of Rumi.

3.2 Course Outline:

- Introduction to historical context of the Qur'an
 - Pre-Islamic Arabia and Judeo-Christian context
 - Muhammad (Meccan and Medinan career, Sunnah, analysis of historical sources)
- Qur'an overview
 - Listening to the text
 - What is Scripture and What is Qur'an?
 - Themes and Messages of the Qur'an (an overview)
 - The roles and etiquette of the Qur'an in Muslim life
- Structure and Style of the Qur'an
 - Joseph in the Qur'an and Hebrew Bible
 - Sura 100 "The Charging Steeds"
 - Surah 2 "The Cow"
 - Creation and Eschatology in the Qur'an
 - Stories of the Prophets
- History of the Text
 - Chronology of text
 - Transmission of the text
 - Traditional accounts of the collection of the Qur'an
 - Historical accounts of the collection of the Qur'an
- Law
 - Roots of Jurisprudence
 - Abrogation and Alcohol
 - Adultery and Stoning
- Commentary Literature
 - Classical commentaries
 - Sunni commentaries
 - Shia commentaries
 - Contemporary Commentaries
- Mystical Readings
 - The Inner meanings of the Qur'an
 - Sura 18
 - Sura 24:35

- Topics
 - Science and philosophy
 - Women and the Qur'an
 - Jihad and conflict in the Qur'an
 - Religious minorities in the Qur'an
 - Contemporary Political readings of the Qur'an
- 3.3 Student Expectations and Requirements: Students will
 - Acquire literacy in the Qur'an, its themes, messages, structure, style, history, and roles in Muslim life.
 - Engage in critical reflection on the Qur'an, its roles in contemporary and historical expressions of Islamic cultures, and the varieties, continuities, and ruptures in Muslim understandings of the text.
 - Practice persuasively articulating and supporting both their personal responses and critical analyses in course discussions, website discussion forums, short essays, and research papers
- 3.4 Tentative Texts and Course Materials
 - *The Cambridge Companion to the Qur'ān*, ed. Jane Dammen McAuliffe (Cambridge University Press, 2006)
 - Mattson, Ingrid. *The Story of the Qur'an: its history and place in Muslim life*, (Blackwell, 2008)
 - *The Qur'ān*, translated by M.A.S. Abdel Haleem (Oxford Univ. Press, 2004)
 - Excerpted materials from the following:
 - Williams, John. *The Word of Islam* (Univ. of Texas Press, 1994)
 - Cook, Michael. "Sources," in *Muhammad* (Oxford Univ. Press, 1996)
 - Esack, Farid. *The Qur'ān: a short introduction*, (Oneworld, 2002)
 - Abdel Haleem, M. *Understanding the Qur'an* (New York: I.B. Tauris, 1999)
 - *Approaches to the Qur'ān*, ed. G.R. Hawting and Abdul-Kader A. Shareef, (Routledge, 1993).
 - Sells, Michael. *Approaching the Qur'ān* (Ashland, Oregon: White Cloud Press, 1999)
 - Rahman, Fazlur. *Major Themes of the Qur'ān* (Minneapolis: Bibliotheca Islamica, 1994)
 - Donner, Fred. *Narratives of Islamic Origins* (Darwin Press, 1998)
 - Coulson, N.J. "Qur'ānic legislation," in *A History of Islamic Law*, (Edinburgh Univ. Press, 1964, reprinted 2003)
 - *The Blackwell Companion to the Qur'ān*, ed. Andrew Rippin (Blackwell, 2006)
 - Sands, Kristen in *Sūfī Commentaries on the Qur'ān in Classical Islam*, (Routledge, 2005)

4. Resources:

- 4.1 Library Resources: no additional resources required
 - Non-required additional resources: *The Encyclopedia of the Qur'an*, ed. Jane Dammen McAuliffe
- 4.2 Computer Resources: no additional resources required

5. Budget Implications

- 5.1 Proposed method of staffing: taught by current religion faculty
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed Term for implementation: 201010

7. Dates of Prior Committee Approval

Religion Program	September 9, 2009
Philosophy and Religion Program	September 16, 2009
Potter College Curriculum Committee	November 5, 2009
Undergraduate Curriculum Committee	November 17, 2009
University Senate	<hr/>

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

Contact Person: Dr. Edward Bohlander, edward.bohlander@wku.edu , 745-2299

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 233
- 1.2 Course title: Alternatives to Confinement
- 1.3 Abbreviated course title: Alternatives to Confinement
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L-Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course Catalog Listing: An examination of community treatment options in the correctional process with emphasis on contemporary probation and parole practices for adult offenders. Diversion, halfway houses, drug and alcohol treatment, restitution, house arrest, and community service, and new community-based programs for women will be discussed.

2. Rationale:

- 2.1 Reason for developing the proposed course: The Criminology Minor (reference #342) is a very popular minor, particularly for sociology, psychology, and government majors and those with an interest in law enforcement and law-related careers. Alternatives to Confinement is a replacement for our previous upper-level course (Sociology 433 Community Corrections). By moving the content to the 200-level we hope to better prepare our minors for potential career opportunities in the areas of probation and parole, since this is a type of course students are likely to take early in their college studies. This will help prepare students with this interest to better select upper-division electives within the department.
- 2.2 Projected enrollment in the proposed course: We anticipate offering one section at least once every year with a projected enrollment of 50 students in each section. Students will be primarily sociology, psychology, political science, and/or broadcast and journalism majors who are also pursuing a minor in criminology.
- 2.3 Relationship of the proposed course to courses now offered by the department: Students in the criminology minor are required to take a variety of courses focused on the offender, such as Socl 309 Deviant Behavior, Socl 330 Criminology, Socl 332 Juvenile Delinquency, and Socl 480 Penology. In addition to these required classes, students must also take nine credits of electives. The Alternatives to Corrections course would represent one of these three elective courses that students can complete in pursuing their criminology minor or sociology major.
- 2.4 Relationship of the proposed course to courses offered in other departments:

There are no departments at WKU offering a course that focuses exclusively on community corrections. The Social Work Department offers a course Social Work 356 Services for Juvenile Offenders that does discuss juvenile probation and community service for juvenile offenders.

- 2.5** Relationship of the proposed course to courses offered in other institutions: At least 9 of WKU's 19 benchmark institutions offer similar courses: Ball State, California State-Fresno, University of Central Missouri, Eastern Michigan University, Indiana State University, Middle Tennessee State University, Northern Arizona University, Stephen F. Austin State University, and the University of Northern Iowa.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of this course, students will gain understanding in the field of Probation and Parole within the Criminal Justice System. Special emphasis will be given to the roles and functions of Probation and Parole Officers, and the issues faced in today's world of community based corrections. As part of the Probation/Parole curriculum students will:

- Define the probation/parole agencies and the role each agency has with regard to the correctional system.
- Review and evaluate the state of the prison systems and community based corrections.
- Examine the determinate/indeterminate sentencing as it applies to probation/parole.
- Examine the various roles of probation/parole officers.
- Review special programs as they apply toward community based treatment approaches.

3.2 Content outline:

- I. Community-based corrections agencies and programs: history and evolution of best current practices
 - A. The purpose and function of community corrections
 - B. Corrections and the social demands for incarceration
 - C. Effects of contemporary retributive sentencing philosophies
 - D. Restorative justice and traditional justice approaches
 - E. The continuum of sanctions in the sentencing process
- II. The management impact on the continuum of sentencing options within the criminal justice system
 - A. The various types of probation
 - B. The basic factors affecting the decision to grant probation
 - C. The variations in sentencing policy and practice
 - D. Offender-based reporting and offense-based reporting
 - E. The major factors used to determine availability and quality
 - F. The legal issues used in the supervision of presentence reports
 - G. Characteristics of special programs
 - H. Management and leadership styles within corrections
- III. The organization, administration, and delivery of probation services

- A. Probation as a disposition and process
 - B. Advantages of administration of probation services by the judicial branch of government and the executive branch
 - C. The impact of changing concepts within administration
 - D. The human relations aspects of hiring, merit system, qualification, and training of probation and parole officers
 - E. The value and status of the Community Corrections Act
 - F. Caseload classification, risk assessment, and workload
- 3.3 Student expectations and requirements: Students will be evaluated based on a combination of examinations, writing assignments, and research papers.
- 3.4 Tentative texts and course materials:
- Abadinsky, Howard. *Probation and Parole Theory and Practice*, 10th edition, Columbus, OH: Pearson Prentice Hall, 2009. .
 - Additional articles and texts will be added as needed

4. Resources:

- 4.1 Library resources: Peer-reviewed articles used as supplementary materials to the text used in the course will be available either electronically in JSTOR or Ebscohost. The students will purchase the textbook for this course.
- 4.2 Computer resources: Course information will be disseminated to students via Blackboard.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught once per year as part of a current faculty member's load.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Sociology Department: October 21, 2009

PCAL Curriculum Committee November 5, 2009

University Curriculum Committee November 17, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 10, 2009

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

Contact Person: Paul R. Wozniak, paul.wozniak@wku.edu, 745-3750

1 Identification

- 1.1 Course prefix (subject area) and number: SOCL 234
- 1.2 Course title: Security and Crime Investigation
- 1.3 Abbreviated course title: Security and Crime Investigation
- 1.4 Credit hours: 3.00
- 1.5 Type of course: lecture
- 1.6 Prerequisite: SOCL 100 or consent of instructor
- 1.7 Course description: Current issues faced by safety responders, primarily focusing on homeland security and criminal investigations.

2 Rationale:

- 2.1 Reason for developing this course: This course has been designed to expand upon topics in the public safety area. Currently those focus on homeland security, criminal investigations and related public safety issues.
- 2.2 Projected enrollment in the proposed course: 40
- 2.3 Relationship of the proposed course to courses now offered by the department: Security and Crime Investigation will complement and build upon existing sociology courses such as Introduction to Law Enforcement (SOCL 232). Introduction to Law Enforcement introduces the student to the topics of homeland security and criminal investigations. SOCL 234 examines both of these topics in much more depth.
- 2.4 Relationship of the proposed course to courses offered in other departments: Courses relates to, but does not overlap with some content covered in PSY 440 – Abnormal Psychology, PS 350 – Political Terrorism, and other Criminology courses.
- 2.5 Relationship of the proposed course to course offered in other institutions: With the advent of television series CSI the interest in criminal investigations and crime scene processing has increased over the past ten years. The tragedy of 9/11 and the development of the Department of Homeland Security have driven interest and employment opportunities for students. Such courses addressing these topics have become common in universities across the country (Eastern Kentucky University, Michigan State University, Grand Valley State University, Johns Hopkins University, Florida International University).

3 Discussion of proposed course:

- 3.1 Course objectives: 1) Summarize the history, function, and highlight specific areas of

criminal investigations; 2) Comprehend and perform methods used in processing crime scenes; 3) Recognize the mission and organization of the Department of Homeland Security; 4) Discuss and analyze the concept of terrorism and its worldwide impact.

3.2 Content outline:

- A. Terrorism: An overview of international and domestic terrorism
- B. Homeland Security: An overview of the concept related to federal, state and local levels.
- C. Information Gathering and Intelligence Sharing: A review of The National Criminal Intelligence Sharing Plan
- D. Criminal Investigations: An overview
- E. Criminal Investigations: Documenting the Crime Scene
- F. Criminal Investigations: Forensics/Physical Evidence
- G. Criminal Investigations: Mock Crime Scene and debriefing
- H. Criminal Investigations: Death Investigations
- I. Computer Crime and Its Evolution
- J. Review of additional technology

3.3 Student expectations and requirements: Students will be evaluated on performance on in-class exams and in-class projects. The writing component for the class will be realized through a required research paper.

3.4 Tentative texts and course materials: Dempsey, John S. 2003. Introduction to Investigations, Second Edition, Thomson Wadsworth.

4 Resources:

- 4.1 Library resources: The Liaison Librarian has stated that all library materials in the bibliography that are not currently in the WKU Library collection will be purchased.
- 4.2 Computer resources: The computer resources are sufficient with the department and university.

5 Budget Implications:

- 5.1 Proposed method of staffing: Present faculty members are sufficient to teach proposed course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6 Proposed term of implementation: Fall 2010

7 Dates of prior committee approvals:

Sociology Department

September 10, 2009

Potter College Curriculum Committee

November 5, 2009

Undergraduate Curriculum Committee

November 17, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 09/24/2009

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

Contact Person: Matt Pruitt, Matt.Pruitt@wku.edu, 745.2376

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 309
- 1.2 Course title: Social Deviance
- 1.3 Abbreviated course title: Social Deviance
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: L-- Lecture
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: Examines how social groups define certain behaviors, beliefs, and conditions as normative violations and the resulting stigmatization and sanctioning of norm violators. Topics include conceptual and theoretical issues, physical deviance, sexuality, and alcohol/drug use.

2. Rationale:

- 2.1 Reason for developing the proposed course: This is a reclassification and renaming of a current offering: SOCL 230, Deviant Behavior. The current course is primarily comprised of juniors and seniors and since 1997 has been taught as though it is a 300-level course. Renaming the course and changing the course catalog listing provide a more accurate description of course content. Renumbering the course provides a more accurate representation of the academic rigor of the course.
- 2.2 Projected enrollment in the proposed course: 50 students per section. The current course has 45-50 students enrolled in each of the three sections that are offered in a given fall/spring sequence.
- 2.3 Relationship of the proposed course to courses now offered by the department: Will replace SOCL 230.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other departments offer a sociological examination of the social construction of normative violations or the attendant stigmatization and sanctioning of deviants. PSYCH 440 (Abnormal Psychology), PSYCH 441 (Aspects of Alcoholism), PH 165 (Drug Abuse) and PH 365 (Human Sexuality) provide psychological and public health perspectives of some topics covered in this course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A course of this nature has been offered in sociology departments across the nation for decades. Among sociology departments currently offering a course in deviance are: Ball State University, Central Michigan University, Eastern Kentucky University, University of Florida, University of Louisville, North Carolina State University; and The Pennsylvania State University.

3. Discussion of proposed course:

- 3.1 Course objectives: Course objectives are: 1) to understand that norms and, hence deviance, change over time, vary cross culturally, and vary among subcultures within a given culture, 2) to become familiar with key sociological concepts and theories that are relevant to the study of social deviance, and 3) to examine some of the major topics of study and research findings in deviance.
- 3.2 Content outline:
 - A. Conceptual and theoretical issues in the study of deviance
 - B. Physical deviance
 - C. Body modification
 - D. Prostitution
 - E. Pornography and obscenity law
 - F. Sexuality and the law
 - G. Sexual orientation
 - H. Marijuana; cocaine and other hard drugs
 - I. Club drugs
 - J. Social class, age, and gender correlates of alcohol and other drug use
- 3.3 Student expectations and requirements: Students will have their knowledge of lecture material, documentaries, and course readings evaluated via examinations. Papers may also be assigned.
- 3.4 Tentative texts and course materials: PDFs of journal articles (see bibliography) are made available on BlackBoard. Assigned text: Drugs in American Society, Seventh Edition (Goode). This is a customized version of Goode's text (McGraw-Hill; Primis Custom Publishing; ISBN 0-39-065910-X) that only includes Chapter 6: How Do We Know it's True? Methods of Research; Chapter 7: Historical Trends in Drug Consumption: From Past to Current Use; Chapter 13: The Illicit Drug Industry; and Chapter 14: Drug Control: Law Enforcement, Drug Courts, and Drug Treatment

4. Resources:

- 4.1 Library resources: Current library resources are sufficient. See attached Library Resources form.
- 4.2 Computer resources: Current resources are sufficient.

5. Budget implications:

- 5.1 Proposed method of staffing: Current staffing levels are sufficient.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2010.

7. Dates of prior committee approvals:

Sociology Department

October 21, 2009

PCAL Curriculum Committee

November 5, 2009

Undergraduate Curriculum Committee

November 17, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: October 10, 2009

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

Contact Person: James W. Kanan, James.Kanan@wku.edu, 745-2404

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 451
- 1.2 Course title: White-Collar Crime
- 1.3 Abbreviated course title: White-Collar Crime
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L-Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: An overview of the definitions, history, nature and extent of white-collar crime as well as theories and explanations that address its causes, correlates, and efforts at control.

2. Rationale:

- 2.1 Reason for developing the proposed course: We have a very strong and vibrant criminology minor (reference # 342) within the Sociology Department at WKU. However, there is currently no course within the criminology minor at WKU that focuses exclusively on the types of activities that constitute white-collar crimes. Given the seriousness of white collar crime and its dramatic impact on societies around the world, students should have an opportunity to examine it systematically. The white-collar crime course will meet these needs.
- 2.2 Projected enrollment in the proposed course: We anticipate offering one section at least once every other year with a projected enrollment of 50 students in each section. Students will be primarily sociology, psychology, political science, and/or broadcast and journalism majors who are also pursuing a minor in criminology.
- 2.3 Relationship of the proposed course to courses now offered by the department: Students in the criminology minor are required to take a variety of courses focused on the offender, such as Socl 309 Deviant Behavior, Socl 330 Criminology, Socl 332 Juvenile Delinquency, and Socl 380 Penology. In addition to these required classes, students must also take nine credits of electives. The white-collar crime course would represent one of these three elective courses that students can complete in pursuing their criminology minor or sociology major.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no departments at WKU offering a course that focuses exclusively on white-collar crime. Some departments offer courses that examine some aspect of white-collar criminality, including ECON 390 Economics, Law, and Public Choice and MGT 301 Business Law, MGT 305 Ethics and Critical Thinking, MGT 400 Employment Law.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Several of WKU's Benchmark institutions offer a white-collar crime course as an elective within the Criminology program, including California State University at Fresno, the University of Northern Iowa, and Southern Illinois University

3. Discussion of proposed course:

- 3.1 Course objectives: The past decade has unveiled unprecedented interest, both legal and public, in the white-collar and corporate crimes in America brought on by the most spectacular collapses of some of the largest corporations in America. Drawing on multiple sources of information (e.g., academic research, government reports, and the mass media, this course provides students with a general overview of the history and development of thinking about white-collar crimes, as well as enabling them to: (1) better describe and understand the kinds of activities that constitute white-collar crimes; (2) assess the effectiveness of criminological theories in explaining white-collar crimes; and (3) think critically about both the impact of these crimes and society's efforts to control them.
- 3.2 Content outline: Major topics addressed in the white-collar crime class include: the evolution of definitions of white-collar crime, its measurement, the various forms it takes, how well it can be explained through conventional criminological theories, and the nature and effectiveness of the efforts of legislatures and the criminal justice system to control it.
- 3.3 Student expectations and requirements: Students will be expected to read assigned course materials and they will be evaluated based on a combination of examinations, quizzes, and writing assignments of various lengths.
- 3.4 Tentative texts and course materials:
- Shichor, David, Larry Gaines, and Richard Ball, eds. 2002 *Readings in White-Collar Crime*. Prospect Heights, Ill: Waveland.
 - Shover, Neal, and Andy Hochstetler. *Choosing White Collar Crime*. New York: Cambridge, 2006.
 - Simon, David R. 2006. *Elite Deviance*. 8th ed. Boston: Pearson/Allyn & Bacon.
 - Additional articles and texts will be added as needed

4. Resources:

- 4.1 Library resources: All of the peer-reviewed articles used in the course are currently available either electronically in JSTOR or Ebscohost or they are available in print. The students will purchase the two textbooks for this course.
- 4.2 Computer resources: Course information will be disseminated to students via Blackboard.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught once per year as part of a current faculty member's load.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Sociology Department: October 21, 2009

PCAL Curriculum Committee November 5, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: October 10, 2009

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

Contact Person: James W. Kanan, james.kanan@wku.edu, 745-2404

- 1. Identification of program:**
 - 1.1 Current program reference number: 342
 - 1.2 Current program title: Criminology Minor
 - 1.3 Credit hours: 21.0
- 2. Identification of the proposed program changes:** Program requirement revisions reflect changes in course numbers for two core required courses, changes in course numbers for some electives, and the addition of other electives.
- 3. Detailed program description:** The Criminology Minor program revision involves: addition of two new courses, Socl 234 and Socl 451, as program electives, re-numbering the elective Socl 433 course from the upper-division level to Socl 233 at the lower-division level, re-numbering of two of the required “core” courses - Socl 430 to Socl 380 and Socl 230 to Socl 309.

<u>Current Curriculum</u>	<u>Proposed New Curriculum</u>
<u>Required Courses</u> Socl 230 Deviant Behavior Socl 330 Criminology Socl 332 Juvenile Delinquency Socl 430 Penology	<u>Required Courses</u> Socl 309 Social Deviance Socl 330 Criminology Socl 332 Juvenile Delinquency Socl 380 Penology
<u>Elective Course Change</u> Socl 433 Community Corrections	<u>Elective Course Change</u> Socl 233 Alternatives to Confinement <u>New Elective Courses</u> Socl 234 Security and Crime Investigation Socl 451 White-Collar Crime

<u>Current Elective Courses Remaining in New Curriculum</u>	
Socl 232	Introduction to Law Enforcement
Socl 359	Sexuality and Society
Socl 432	Sociology of Criminal Law
Socl 434	Organized Crime
Socl 435	Family Violence
Socl 438	Victimology
Socl 439	Internship in Criminology
Socl 446	Gender, Crime, and Justice
PS 220	Judicial Process
PS 326	Constitutional Law
PS 328	Criminal Justice
PS 350	Political Terrorism
Hist 445	American Legal History to 1865
Hist 446	American Legal History Since 1865
Swrk 356	Services to Juvenile Offenders
Psy 440	Abnormal Psychology
Psy 441	Aspects of Alcoholism
Psy 470	Psychology and the Law
Chem 111	Introduction to Forensic Chemistry
Chem 430	Forensic Chemistry
Ph165	Drug Abuse
Mgt 210	Organization and Management
Anth 300	Forensic Anthropology

4. **Rationale for the proposed program change:** We are reorganizing the Criminology Minor to make all of the required courses at the 300 level and to make all lower-division sociology electives at the 200 level and all upper-division sociology electives at the 400 level.
5. **Proposed term for implementation and special provisions (if applicable):** Fall 2010
6. **Dates of prior committee approvals:**

Sociology Department	<u>October 21, 2009</u>
PCAL Curriculum Committee	<u>November 5, 2009</u>
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: April 14, 2009

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

Contact Person: Guy Jordan, guy.jordan@wku.edu, x58865

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ART 305
- 1.2 Course title: Ancient Greek and Roman Art
- 1.3 Abbreviated course title: Ancient Greek and Roman Art
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: ART 105 or Permission of Instructor
- 1.7 Course catalog listing: Investigation of the artistic heritage of Ancient Greece and Rome from the Bronze Age to 476 CE.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course fills a major gap in the Art Department's curriculum which at present does not offer any upper-division courses that examine the art of classical antiquity.
- 2.2 Projected enrollment in the proposed course: 25. This course will serve growing numbers of majors and minors in the Art Department and will allow the faculty to offer a more varied array of electives that will increase the likelihood that students will be able to finish their programs on time. The course will also fulfill requirements for students majoring in interdisciplinary fields for which it may provide an appropriate fit in current or future curricula.
- 2.3 Relationship of the proposed course to courses now offered by the department: ART 305 will offer an in-depth examination of material that provides the foundation for much of the artistic production of Europe over subsequent centuries. As such, it will add an additional, valuable layer of context to ART 300: Early Medieval Art, ART 301: Romanesque and Gothic Art, ART 401: Italian Renaissance Art, ART 403: Northern Renaissance Art, ART 314: Southern Baroque Art, ART 302: Nineteenth Century Art, ART 312: Art of the United States to 1865, and ART 313: Art of the United States from 1865.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course duplicates some material offered in HUM 191: Fine Arts of Ancient Greece and Rome, but is proposed here as an upper-division course that builds upon the Greco-Roman foundations covered in ART 105 and satisfies the particular elective requirements of majors and minors in the Art Department. ART 305 will complement other courses in the university curriculum that investigate in part or in whole the literature (ENG 354: History of Drama to 1640, ENG 385: World Literature, ENG 396: Mythology, ENG 412: History of

Rhetoric), history (HIST 305: Ancient Greece, HIST 306: Ancient Rome), and intellectual heritage (PHIL 302: History of Western Philosophy I: Ancient and Medieval) of the classical world.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses covering Greek and Roman art are already offered at other institutions in the Commonwealth of Kentucky. These include those at the University of Kentucky (A-H 312: Studies in Greek Art, A-H 313: Studies in Roman Art), The University of Louisville (ART 351: Greek Art and Architecture, ART 352: Aegean Art and Architecture, Art 353: Roman Art and Architecture), Northern Kentucky University (ARTH 350: Ancient Art), Eastern Kentucky University (ARH 492: Greek and Roman Art), and Murray State University (ART 415: Greek & Roman Art).

3. Discussion of proposed course:

- 3.1 Course objectives: Students taking this course will gain a working knowledge of the formation and development of the visual arts in Ancient Greece and Rome I including sculpture, ceramics, painting, architecture, and urban planning, all considered within their appropriate social, political, religious, and cultural contexts. Moreover, students will gain an appreciation of the critical and proactive role played by visual and material culture in the everyday lives of ancient peoples.
- 3.2 Content Outline: This course will examine the historical development of the visual arts in Ancient Greek and Roman civilizations from the Bronze Age until the fall of the Roman Empire in 476 CE. Topics to be covered include: the earliest examples of visual art from the Cycladic and Minoan civilizations, the Peloponnesian citadels of Tiryns and Mycenae, Archaic Greek sculpture and its relationship to the wider Mediterranean world, the development of Greek temples from the Archaic Period to the Hellenistic Age, Classical and Hellenistic Greek sculpture, styles of Greek pottery, gender and representation in Greek art, Greek funerary stele, Greek and Roman coinage, the visual art of the Etruscans as a model for Ancient Rome, the political and religious functions of Roman architecture, fresco painting in Pompeii and Herculaneum, Idealism and Verism as alternative strategies of representation in Roman sculpture, *spolia* as a decorative strategy on Roman monuments, Roman sarcophagi, and the ways in which the visual arts indicated the “decline” of Roman hegemony in the 3rd and 4th centuries CE.
- 3.3 Student expectations and requirements: In addition to gaining an understanding of the chronological development of the visual arts in the classical world from the Bronze Age through the fall of the Roman Empire in 476 CE, students will learn to think critically about the form and function of images produced in Greek and Roman societies. Student learning will be assessed through quizzes, a midterm, a final exam, and a research paper.
- 3.4 Tentative texts and course materials: Two textbooks: Pedley, John Griffiths, *Greek Art and Archaeology*, 4th ed. (New York: Prentice Hall, 2007), and Kleiner, Fred, *A History of Roman Art*, 1st ed. (New York: Wadsworth, 2007); and other books and materials drawn from the WKU libraries.

4. Resources:

- 4.1 Library resources: The library has adequate holdings in this area.
- 4.2 Computer resources: Free and reputable on-line resources that relate to Greek and Roman art are abundant. They include *The Perseus Project* at Tufts University (<http://www.perseus.tufts.edu/art&arch.html>) and the extensive classical topics covered by the Metropolitan Museum of Art's *Heilbrunn Timeline of Art History* (<http://www.metmuseum.org/toah/>).

5. Budget implications:

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

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Art Department:	4/14/09
Potter College Curriculum Committee	5/7/09
Professional Education Council	5/13/09
Undergraduate Curriculum Committee	November 17, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 5, 2009

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

Contact Person: Scott Girdner, scott.girdner@wku.edu, (270) 745-5758

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: RELS 311
- 1.2 Course Title: The Qur'an
- 1.3 Abbreviated Title: THE QUR'AN
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/co-requisites: none
- 1.7 Course Catalog listing: An introduction to the Qur'an and its contemporary and historical roles in the lives of Muslims as well as in their societies and cultures.

2. Rationale

- 2.1 Reasons for developing the proposed course: The proposed course is essential for equipping students with tools to engage historical and contemporary studies of Muslim cultures and communities with greater sophistication.
- 2.2 Proposed enrollment of course: 40, based on interest of students in RELS 306 Islamic Religious Traditions.
- 2.3 Relationship of course to courses offered now: The course will complement RELS 306 Islamic Religious Traditions, and both will be essential for providing a foundation in Islamic Studies. With this foundation, the student will be able to engage in more in depth study of Islamic Traditions in more specialized courses. The course will satisfy the three hour requirement for studying religious texts for Religious Studies Majors and Minors and is comparable to RELS 300 The Life of Jesus and RELS 301 The Life and Teachings of Paul as well as RELS 100 The New Testament and RELS 101 Hebrew Scriptures.
- 2.4 Relationship of proposed course to courses offered in other departments: There is no comparable course at WKU. However, the course will serve as an introduction to this world literary classic, which will support the curriculum in other departments. The course supports or develops topics relevant to courses in, for example, the Departments of History (HIST 462, History of the Middle East) and Art History (ART 407, Islamic Art and Architecture).
- 2.5 Relationship of proposed course to course offered in other institutions: A Qur'an course is commonly offered in many Religious Studies programs and is a standard component of Islamic Studies programs. The University of Kentucky offers a Qur'an course, as does the University of North Carolina, The University of Georgia, Virginia Commonwealth University and Boston University. These courses are often at the equivalent of a 300-level course.

3. **Discussion of proposed course:**

3.1 Course Objectives:

- To familiarize the student with the Qur'an, its themes, style, structure, history, and roles in contemporary and historical expressions of Muslim faiths and cultures.
- To introduce the student to the variety of approaches to the Qur'an in Islamic traditions including both traditional and contemporary approaches to legal, mystical, philosophical, theological, political, and feminist interpretations of the text.
- To introduce the student to the Qur'anic and subsequent conceptions of the relationship between the Qur'an and other scriptures as well as other literary classics such as the poetry of Rumi.

3.2 Course Outline:

- Introduction to historical context of the Qur'an
 - Pre-Islamic Arabia and Judeo-Christian context
 - Muhammad (Meccan and Medinan career, Sunnah, analysis of historical sources)
- Qur'an overview
 - Listening to the text
 - What is Scripture and What is Qur'an?
 - Themes and Messages of the Qur'an (an overview)
 - The roles and etiquette of the Qur'an in Muslim life
- Structure and Style of the Qur'an
 - Joseph in the Qur'an and Hebrew Bible
 - Sura 100 "The Charging Steeds"
 - Surah 2 "The Cow"
 - Creation and Eschatology in the Qur'an
 - Stories of the Prophets
- History of the Text
 - Chronology of text
 - Transmission of the text
 - Traditional accounts of the collection of the Qur'an
 - Historical accounts of the collection of the Qur'an
- Law
 - Roots of Jurisprudence
 - Abrogation and Alcohol
 - Adultery and Stoning
- Commentary Literature
 - Classical commentaries
 - Sunni commentaries
 - Shia commentaries
 - Contemporary Commentaries
- Mystical Readings
 - The Inner meanings of the Qur'an
 - Sura 18
 - Sura 24:35

- Topics
 - Science and philosophy
 - Women and the Qur'an
 - Jihad and conflict in the Qur'an
 - Religious minorities in the Qur'an
 - Contemporary Political readings of the Qur'an
- 3.3 Student Expectations and Requirements: Students will
 - Acquire literacy in the Qur'an, its themes, messages, structure, style, history, and roles in Muslim life.
 - Engage in critical reflection on the Qur'an, its roles in contemporary and historical expressions of Islamic cultures, and the varieties, continuities, and ruptures in Muslim understandings of the text.
 - Practice persuasively articulating and supporting both their personal responses and critical analyses in course discussions, website discussion forums, short essays, and research papers
- 3.4 Tentative Texts and Course Materials
 - *The Cambridge Companion to the Qur'ān*, ed. Jane Dammen McAuliffe (Cambridge University Press, 2006)
 - Mattson, Ingrid. *The Story of the Qur'an: its history and place in Muslim life*, (Blackwell, 2008)
 - *The Qur'ān*, translated by M.A.S. Abdel Haleem (Oxford Univ. Press, 2004)
 - Excerpted materials from the following:
 - Williams, John. *The Word of Islam* (Univ. of Texas Press, 1994)
 - Cook, Michael. "Sources," in *Muhammad* (Oxford Univ. Press, 1996)
 - Esack, Farid. *The Qur'ān: a short introduction*, (Oneworld, 2002)
 - Abdel Haleem, M. *Understanding the Qur'an* (New York: I.B. Tauris, 1999)
 - *Approaches to the Qur'ān*, ed. G.R. Hawting and Abdul-Kader A. Shareef, (Routledge, 1993).
 - Sells, Michael. *Approaching the Qur'ān* (Ashland, Oregon: White Cloud Press, 1999)
 - Rahman, Fazlur. *Major Themes of the Qur'ān* (Minneapolis: Bibliotheca Islamica, 1994)
 - Donner, Fred. *Narratives of Islamic Origins* (Darwin Press, 1998)
 - Coulson, N.J. "Qur'ānic legislation," in *A History of Islamic Law*, (Edinburgh Univ. Press, 1964, reprinted 2003)
 - *The Blackwell Companion to the Qur'ān*, ed. Andrew Rippin (Blackwell, 2006)
 - Sands, Kristen in *Sūfī Commentaries on the Qur'ān in Classical Islam*, (Routledge, 2005)

4. Resources:

- 4.1 Library Resources: no additional resources required
 - Non-required additional resources: *The Encyclopedia of the Qur'an*, ed. Jane Dammen McAuliffe
- 4.2 Computer Resources: no additional resources required

5. Budget Implications

- 5.1 Proposed method of staffing: taught by current religion faculty
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed Term for implementation: 201010

7. Dates of Prior Committee Approval

Religion Program	September 9, 2009
Philosophy and Religion Program	September 16, 2009
Potter College Curriculum Committee	November 5, 2009
Undergraduate Curriculum Committee	November 17, 2009
University Senate	<hr/>

Proposal Date: 9/24/09

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

Contact Person: Dr. Edward Bohlander, edward.bohlander@wku.edu , 745-2299

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 233
- 1.2 Course title: Alternatives to Confinement
- 1.3 Abbreviated course title: Alternatives to Confinement
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L-Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course Catalog Listing: An examination of community treatment options in the correctional process with emphasis on contemporary probation and parole practices for adult offenders. Diversion, halfway houses, drug and alcohol treatment, restitution, house arrest, and community service, and new community-based programs for women will be discussed.

2. Rationale:

- 2.1 Reason for developing the proposed course: The Criminology Minor (reference #342) is a very popular minor, particularly for sociology, psychology, and government majors and those with an interest in law enforcement and law-related careers. Alternatives to Confinement is a replacement for our previous upper-level course (Sociology 433 Community Corrections). By moving the content to the 200-level we hope to better prepare our minors for potential career opportunities in the areas of probation and parole, since this is a type of course students are likely to take early in their college studies. This will help prepare students with this interest to better select upper-division electives within the department.
- 2.2 Projected enrollment in the proposed course: We anticipate offering one section at least once every year with a projected enrollment of 50 students in each section. Students will be primarily sociology, psychology, political science, and/or broadcast and journalism majors who are also pursuing a minor in criminology.
- 2.3 Relationship of the proposed course to courses now offered by the department: Students in the criminology minor are required to take a variety of courses focused on the offender, such as Socl 309 Deviant Behavior, Socl 330 Criminology, Socl 332 Juvenile Delinquency, and Socl 480 Penology. In addition to these required classes, students must also take nine credits of electives. The Alternatives to Corrections course would represent one of these three elective courses that students can complete in pursuing their criminology minor or sociology major.
- 2.4 Relationship of the proposed course to courses offered in other departments:

There are no departments at WKU offering a course that focuses exclusively on community corrections. The Social Work Department offers a course Social Work 356 Services for Juvenile Offenders that does discuss juvenile probation and community service for juvenile offenders.

- 2.5** Relationship of the proposed course to courses offered in other institutions: At least 9 of WKU's 19 benchmark institutions offer similar courses: Ball State, California State-Fresno, University of Central Missouri, Eastern Michigan University, Indiana State University, Middle Tennessee State University, Northern Arizona University, Stephen F. Austin State University, and the University of Northern Iowa.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of this course, students will gain understanding in the field of Probation and Parole within the Criminal Justice System. Special emphasis will be given to the roles and functions of Probation and Parole Officers, and the issues faced in today's world of community based corrections. As part of the Probation/Parole curriculum students will:

- Define the probation/parole agencies and the role each agency has with regard to the correctional system.
- Review and evaluate the state of the prison systems and community based corrections.
- Examine the determinate/indeterminate sentencing as it applies to probation/parole.
- Examine the various roles of probation/parole officers.
- Review special programs as they apply toward community based treatment approaches.

3.2 Content outline:

- I. Community-based corrections agencies and programs: history and evolution of best current practices
 - A. The purpose and function of community corrections
 - B. Corrections and the social demands for incarceration
 - C. Effects of contemporary retributive sentencing philosophies
 - D. Restorative justice and traditional justice approaches
 - E. The continuum of sanctions in the sentencing process
- II. The management impact on the continuum of sentencing options within the criminal justice system
 - A. The various types of probation
 - B. The basic factors affecting the decision to grant probation
 - C. The variations in sentencing policy and practice
 - D. Offender-based reporting and offense-based reporting
 - E. The major factors used to determine availability and quality
 - F. The legal issues used in the supervision of presentence reports
 - G. Characteristics of special programs
 - H. Management and leadership styles within corrections

- III. The organization, administration, and delivery of probation services
 - A. Probation as a disposition and process
 - B. Advantages of administration of probation services by the judicial branch of government and the executive branch
 - C. The impact of changing concepts within administration
 - D. The human relations aspects of hiring, merit system, qualification, and training of probation and parole officers
 - E. The value and status of the Community Corrections Act
 - F. Caseload classification, risk assessment, and workload
 - G. Student expectations and requirements: Students will be evaluated based on a combination of examinations, writing assignments, and research papers.

3.4 Tentative texts and course materials:

- Abadinsky, Howard. *Probation and Parole Theory and Practice*, 10th edition, Columbus, OH: Pearson Prentice Hall, 2009. .
- Additional articles and texts will be added as needed

4. Resources:

- 4.1 Library resources: Peer-reviewed articles used as supplementary materials to the text used in the course will be available either electronically in JSTOR or Ebscohost. The students will purchase the textbook for this course.
- 4.2 Computer resources: Course information will be disseminated to students via Blackboard.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught once per year as part of a current faculty member's load.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Sociology Department: October 21, 2009

PCAL Curriculum Committee November 5, 2009

University Curriculum Committee November 17, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 10, 2009

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

Contact Person: Paul R. Wozniak, paul.wozniak@wku.edu, 745-3750

1 Identification

- 1.1 Course prefix (subject area) and number: SOCL 234
- 1.2 Course title: Security and Crime Investigation
- 1.3 Abbreviated course title: Security and Crime Investigation
- 1.4 Credit hours: 3.00
- 1.5 Type of course: lecture
- 1.6 Prerequisite: SOCL 100 or consent of instructor
- 1.7 Course description: Current issues faced by safety responders, primarily focusing on homeland security and criminal investigations.

2 Rationale:

- 2.1 Reason for developing this course: This course has been designed to expand upon topics in the public safety area. Currently those focus on homeland security, criminal investigations and related public safety issues.
- 2.2 Projected enrollment in the proposed course: 40
- 2.3 Relationship of the proposed course to courses now offered by the department: Security and Crime Investigation will complement and build upon existing sociology courses such as Introduction to Law Enforcement (SOCL 232). Introduction to Law Enforcement introduces the student to the topics of homeland security and criminal investigations. SOCL 234 examines both of these topics in much more depth.
- 2.4 Relationship of the proposed course to courses offered in other departments: Courses relates to, but does not overlap with some content covered in PSY 440 – Abnormal Psychology, PS 350 – Political Terrorism, and other Criminology courses.
- 2.5 Relationship of the proposed course to course offered in other institutions: With the advent of television series CSI the interest in criminal investigations and crime scene processing has increased over the past ten years. The tragedy of 9/11 and the development of the Department of Homeland Security have driven interest and employment opportunities for students. Such courses addressing these topics have become common in universities across the country (Eastern Kentucky University, Michigan State University, Grand Valley State University, Johns Hopkins University, Florida International University).

3 Discussion of proposed course:

- 3.1 Course objectives: 1) Summarize the history, function, and highlight specific areas of criminal investigations; 2) Comprehend and perform methods used in

processing crime scenes; 3) Recognize the mission and organization of the Department of Homeland Security; 4) Discuss and analyze the concept of terrorism and its worldwide impact.

3.2 Content outline:

- A. Terrorism: An overview of international and domestic terrorism
- B. Homeland Security: An overview of the concept related to federal, state and local levels.
- C. Information Gathering and Intelligence Sharing: A review of The National Criminal Intelligence Sharing Plan
- D. Criminal Investigations: An overview
- E. Criminal Investigations: Documenting the Crime Scene
- F. Criminal Investigations: Forensics/Physical Evidence
- G. Criminal Investigations: Mock Crime Scene and debriefing
- H. Criminal Investigations: Death Investigations
- I. Computer Crime and Its Evolution
- J. Review of additional technology

3.3 Student expectations and requirements: Students will be evaluated on performance on in-class exams and in-class projects. The writing component for the class will be realized through a required research paper.

3.4 Tentative texts and course materials: Dempsey, John S. 2003. Introduction to Investigations, Second Edition, Thomson Wadsworth.

4 Resources:

4.1 Library resources: The Liaison Librarian has stated that all library materials in the bibliography that are not currently in the WKU Library collection will be purchased.

4.2 Computer resources: The computer resources are sufficient with the department and university.

5 Budget Implications:

5.1 Proposed method of staffing: Present faculty members are sufficient to teach proposed course.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6 Proposed term of implementation: Fall 2010

7 Dates of prior committee approvals:

Sociology Department

September 10, 2009

Potter College Curriculum Committee

November 5, 2009

Undergraduate Curriculum Committee

November 17, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 09/24/2009

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

Contact Person: Matt Pruitt, Matt.Pruitt@wku.edu, 745.2376

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 309
- 1.2 Course title: Social Deviance
- 1.3 Abbreviated course title: Social Deviance
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: L-- Lecture
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: Examines how social groups define certain behaviors, beliefs, and conditions as normative violations and the resulting stigmatization and sanctioning of norm violators. Topics include conceptual and theoretical issues, physical deviance, sexuality, and alcohol/drug use.

2. Rationale:

- 2.1 Reason for developing the proposed course: This is a reclassification and renaming of a current offering: SOCL 230, Deviant Behavior. The current course is primarily comprised of juniors and seniors and since 1997 has been taught as though it is a 300-level course. Renaming the course and changing the course catalog listing provide a more accurate description of course content. Renumbering the course provides a more accurate representation of the academic rigor of the course.
- 2.2 Projected enrollment in the proposed course: 50 students per section. The current course has 45-50 students enrolled in each of the three sections that are offered in a given fall/spring sequence.
- 2.3 Relationship of the proposed course to courses now offered by the department: Will replace SOCL 230.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other departments offer a sociological examination of the social construction of normative violations or the attendant stigmatization and sanctioning of deviants. PSYCH 440 (Abnormal Psychology), PSYCH 441 (Aspects of Alcoholism), PH 165 (Drug Abuse) and PH 365 (Human Sexuality) provide psychological and public health perspectives of some topics covered in this course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: A course of this nature has been offered in sociology departments across the nation for decades. Among sociology departments currently offering a course in deviance are: Ball State University, Central Michigan University, Eastern Kentucky University, University of Florida, University of Louisville, North Carolina State University; and The Pennsylvania State University.

3. Discussion of proposed course:

3.1 Course objectives: Course objectives are: 1) to understand that norms and, hence deviance, change over time, vary cross culturally, and vary among subcultures within a given culture, 2) to become familiar with key sociological concepts and theories that are relevant to the study of social deviance, and 3) to examine some of the major topics of study and research findings in deviance.

3.2 Content outline:

- A. Conceptual and theoretical issues in the study of deviance
- B. Physical deviance
- C. Body modification
- D. Prostitution
- E. Pornography and obscenity law
- F. Sexuality and the law
- G. Sexual orientation
- H. Marijuana; cocaine and other hard drugs
- I. Club drugs
- J. Social class, age, and gender correlates of alcohol and other drug use

3.3 Student expectations and requirements: Students will have their knowledge of lecture material, documentaries, and course readings evaluated via examinations. Papers may also be assigned.

3.4 Tentative texts and course materials: PDFs of journal articles (see bibliography) are made available on BlackBoard. Assigned text: Drugs in American Society, Seventh Edition (Goode). This is a customized version of Goode's text (McGraw-Hill; Primis Custom Publishing; ISBN 0-39-065910-X) that only includes Chapter 6: How Do We Know it's True? Methods of Research; Chapter 7: Historical Trends in Drug Consumption: From Past to Current Use; Chapter 13: The Illicit Drug Industry; and Chapter 14: Drug Control: Law Enforcement, Drug Courts, and Drug Treatment

4. Resources:

4.1 Library resources: Current library resources are sufficient. See attached Library Resources form.

4.2 Computer resources: Current resources are sufficient.

5. Budget implications:

5.1 Proposed method of staffing: Current staffing levels are sufficient.

5.2 Special equipment needed: None.

5.3 Expendable materials needed: None.

5.4 Laboratory materials needed: None.

6. Proposed term for implementation: Fall 2010.

7. Dates of prior committee approvals:

Sociology Department October 21, 2009

PCAL Curriculum Committee November 5, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: October 10, 2009

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

Contact Person: James W. Kanan, James.Kanan@wku.edu, 745-2404

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 451
- 1.2 Course title: White-Collar Crime
- 1.3 Abbreviated course title: White-Collar Crime
- 1.4 Credit hours and contact hours: 3.0
- 1.5 Type of course: L-Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: An overview of the definitions, history, nature and extent of white-collar crime as well as theories and explanations that address its causes, correlates, and efforts at control.

2. Rationale:

- 2.1 Reason for developing the proposed course: We have a very strong and vibrant criminology minor (reference # 342) within the Sociology Department at WKU. However, there is currently no course within the criminology minor at WKU that focuses exclusively on the types of activities that constitute white-collar crimes. Given the seriousness of white collar crime and its dramatic impact on societies around the world, students should have an opportunity to examine it systematically. The white-collar crime course will meet these needs.
- 2.2 Projected enrollment in the proposed course: We anticipate offering one section at least once every other year with a projected enrollment of 50 students in each section. Students will be primarily sociology, psychology, political science, and/or broadcast and journalism majors who are also pursuing a minor in criminology.
- 2.3 Relationship of the proposed course to courses now offered by the department: Students in the criminology minor are required to take a variety of courses focused on the offender, such as Socl 309 Deviant Behavior, Socl 330 Criminology, Socl 332 Juvenile Delinquency, and Socl 380 Penology. In addition to these required classes, students must also take nine credits of electives. The white-collar crime course would represent one of these three elective courses that students can complete in pursuing their criminology minor or sociology major.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no departments at WKU offering a course that focuses exclusively on white-collar crime. Some departments offer courses that examine some aspect of white-collar criminality, including ECON 390 Economics, Law, and Public Choice and MGT 301 Business Law, MGT 305 Ethics and Critical Thinking, MGT 400 Employment Law.

2.5 Relationship of the proposed course to courses offered in other institutions: Several of WKU's Benchmark institutions offer a white-collar crime course as an elective within the Criminology program, including California State University at Fresno, the University of Northern Iowa, and Southern Illinois University

3. Discussion of proposed course:

- 3.1 Course objectives: The past decade has unveiled unprecedented interest, both legal and public, in the white-collar and corporate crimes in America brought on by the most spectacular collapses of some of the largest corporations in America. Drawing on multiple sources of information (e.g., academic research, government reports, and the mass media, this course provides students with a general overview of the history and development of thinking about white-collar crimes, as well as enabling them to: (1) better describe and understand the kinds of activities that constitute white-collar crimes; (2) assess the effectiveness of criminological theories in explaining white-collar crimes; and (3) think critically about both the impact of these crimes and society's efforts to control them.
- 3.2 Content outline: Major topics addressed in the white-collar crime class include: the evolution of definitions of white-collar crime, its measurement, the various forms it takes, how well it can be explained through conventional criminological theories, and the nature and effectiveness of the efforts of legislatures and the criminal justice system to control it.
- 3.3 Student expectations and requirements: Students will be expected to read assigned course materials and they will be evaluated based on a combination of examinations, quizzes, and writing assignments of various lengths.
- 3.4 Tentative texts and course materials:
- Shichor, David, Larry Gaines, and Richard Ball, eds. 2002 *Readings in White-Collar Crime*. Prospect Heights, Ill: Waveland.
 - Shover, Neal, and Andy Hochstetler. *Choosing White Collar Crime*. New York: Cambridge, 2006.
 - Simon, David R. 2006. *Elite Deviance*. 8th ed. Boston: Pearson/Allyn & Bacon.
 - Additional articles and texts will be added as needed

4. Resources:

- 4.1 Library resources: All of the peer-reviewed articles used in the course are currently available either electronically in JSTOR or Ebscohost or they are available in print. The students will purchase the two textbooks for this course.
- 4.2 Computer resources: Course information will be disseminated to students via Blackboard.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught once per year as part of a current faculty member's load.

5.2 Special equipment needed: N/A
5.3 Expendable materials needed: N/A
5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Sociology Department: October 21, 2009

PCAL Curriculum Committee November 5, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: October 10, 2009

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

Contact Person: James W. Kanan, james.kanan@wku.edu, 745-2404

- 1. Identification of program:**
 - 1.1 Current program reference number: 342
 - 1.2 Current program title: Criminology Minor
 - 1.3 Credit hours: 21.0
- 2. Identification of the proposed program changes:** Program requirement revisions reflect changes in course numbers for two core required courses, changes in course numbers for some electives, and the addition of other electives.
- 3. Detailed program description:** The Criminology Minor program revision involves: addition of two new courses, Socl 234 and Socl 451, as program electives, re-numbering the elective Socl 433 course from the upper-division level to Socl 233 at the lower-division level, re-numbering of two of the required “core” courses - Socl 430 to Socl 380 and Socl 230 to Socl 309.

<u>Current Curriculum</u>	<u>Proposed New Curriculum</u>
<u>Required Courses</u> Socl 230 Deviant Behavior Socl 330 Criminology Socl 332 Juvenile Delinquency Socl 430 Penology	<u>Required Courses</u> Socl 309 Social Deviance Socl 330 Criminology Socl 332 Juvenile Delinquency Socl 380 Penology
<u>Elective Course Change</u> Socl 433 Community Corrections	<u>Elective Course Change</u> Socl 233 Alternatives to Confinement <u>New Elective Courses</u> Socl 234 Security and Crime Investigation Socl 451 White-Collar Crime

<u>Current Elective Courses Remaining in New Curriculum</u>	
Socl 232	Introduction to Law Enforcement
Socl 359	Sexuality and Society
Socl 432	Sociology of Criminal Law
Socl 434	Organized Crime
Socl 435	Family Violence
Socl 438	Victimology
Socl 439	Internship in Criminology
Socl 446	Gender, Crime, and Justice
PS 220	Judicial Process
PS 326	Constitutional Law
PS 328	Criminal Justice
PS 350	Political Terrorism
Hist 445	American Legal History to 1865
Hist 446	American Legal History Since 1865
Swrk 356	Services to Juvenile Offenders
Psy 440	Abnormal Psychology
Psy 441	Aspects of Alcoholism
Psy 470	Psychology and the Law
Chem 111	Introduction to Forensic Chemistry
Chem 430	Forensic Chemistry
Ph165	Drug Abuse
Mgt 210	Organization and Management
Anth 300	Forensic Anthropology

4. **Rationale for the proposed program change:** We are reorganizing the Criminology Minor to make all of the required courses at the 300 level and to make all lower-division sociology electives at the 200 level and all upper-division sociology electives at the 400 level.
5. **Proposed term for implementation and special provisions (if applicable):** Fall 2010
6. **Dates of prior committee approvals:**

Sociology Department October 21, 2009

PCAL Curriculum Committee November 5, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 10/2/09

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

Contact Person: John Spraker john.spraker@wku.edu 745-6220

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MATH 329
- 1.2 Course title: Probability and Statistics I
- 1.3 Credit hours: 3

2. Revise course number:

- 2.1 Current course number: MATH 329
- 2.2 Proposed course number: MATH 382
- 2.3 Rationale for revision of course number:
In March of 2009 the mathematics faculty endorsed a new course numbering system that would assign a second digit of "8" to all courses dealing with probability or statistics. It was agreed that existing course numbers would be aligned with this new system whenever such a course was undergoing some other revision. Therefore, as we are revising prerequisites for MATH 329, we would like to change the course number to MATH 382.

3. Revise course prerequisites/corequisites/special requirements

- 3.1 Current prerequisites/corequisites/special requirements
Prerequisites: MATH 307, MATH 310
- 3.2 Proposed prerequisites/corequisites/special requirements
Prerequisite: MATH 310
Pre/Corequisite: MATH 237
- 3.3 Rationale for revision of course prerequisites/corequisites/special
Requirement : The revised prerequisite and pre/corequisite will do a better job of preparing students for MATH 329. The material in MATH 307 is not required for this course, but certain material in MATH 237 is.
- 3.4 Effect on completion of major/minor sequence: None

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

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

Department of Mathematics 10/2/09

OCSE Curriculum Committee 11/5/09

Undergraduate Curriculum Committee

November 17, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: 10/23/09

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

Contact Person: Joel Lenoir, joel.lenoir@wku.edu, 745-6858

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ME 220
- 1.2 Course title: Engineering Thermodynamics I
- 1.3 Credit hours: 3.0

2. Revise course prerequisites/corequisites/special requirements:

- 2.1 Current prerequisites: MATH 327, PHYS 250
Current pre/corequisites: MATH 331
- 2.2 Proposed prerequisites: ME 200
Proposed pre/corequisites: MATH 331
- 2.3 Rationale for revision of course prerequisites/corequisites: The proposed prerequisite and corequisite more closely reflect the student skills necessary for the course. This change will also correct a previous change, which occurred in 2003 and arbitrarily aligned the course requirements with the University of Kentucky course requirements.
- 2.4 Effect on completion of major/minor sequence: None

3. Revise course catalog listing:

- 3.1 Current course catalog listing: Fundamental principles of thermodynamics.
- 3.2 Proposed course catalog listing: Fundamental principles of thermodynamics, first law, physical properties, ideal and real gases, second law, reversibility and irreversibility, and consequences of thermodynamic cycles.
- 3.3 Rationale for revision of course catalog listing: This revision is required to correct an arbitrary change which occurred in 2003 to align the course catalog listing with the University of Kentucky course listing. In preparation for the fall 2010 ABET visit, this proposed course listing matches the WKU ME Program ABET syllabus and provides a more thorough description of the topical content. The topical content is the same as under the previous description.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Engineering Department: 29 October 2009

OCSE Curriculum Committee 05 November 2009

Undergraduate Curriculum Committee

November 17, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: 10/02/09

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

Contact Person: Claus Ernst e-mail: claus.ernst@wku.edu Phone: 745-6224
Uta Ziegler uta.ziegler@wku.edu 745 2911

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MATH 371
- 1.2 Course title: Advanced Computational Problem Solving
- 1.3 Abbreviated course title: Adv Comp Prob Solving
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites/ Corequisites/Special Requirements:
Prerequisite: CS 240 with a grade of C or better
Pre/Corequisite: MATH 136
Special Requirement: Enrollment in the Gatton Academy of Mathematics and Science or Honors Program Eligibility at WKU
- 1.7 Course catalog listing:
Problem-solving tools and techniques, with an emphasis on mathematical reasoning, algorithmic techniques, and computational methods. Techniques and tools are applied to (research) areas of interest to enrolled students, in the context of a project involving program design and implementation. The course is taught jointly by Mathematics faculty and Computer Science faculty.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Solving complex scientific and mathematical problems often requires applying a variety of techniques and computational tools. A student attempting to tackle such problems must have considerable experience and skills in solving non-trivial problems. Such skills are often not developed in basic mathematics and science courses. Tackling various problems throughout the course, the students use mathematical reasoning and programming skills to sharpen their intuition, and to develop their ability to solve problems on their own.
- 2.2 Projected enrollment in the proposed course: Approximately 75 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course will replace the existing Math/CS 121 course. The course Math 421, Problem Solving for Secondary Teachers, is a course offered by the department only for students who want to become middle grade or secondary level mathematics

teachers. No other course in the department has a focus on computational problem solving as proposed by this course.

2.4 Relationship of the proposed course to courses offered in other departments: No other course exists at the university which offers the proposed combination of mathematical reasoning and computational problem solving related to problems in science.

2.5 Relationship of the proposed course to courses offered in other institutions: The course is developed specifically for Gatton Academy as a tool to strengthen their capability to engage in research in various disciplines. Such a course is not offered at most other universities.

3. Discussion of proposed course:

3.1 Course objectives: Students who successfully complete this course are expected to:

- have significantly increased their problem-solving skills
- have deepened their interest in science and mathematics
- apply appropriate algorithmic problem solving methods
- be able to use Mathematica effectively to find answer to questions which have a computational approach
- have acquired project management techniques and team building skills
- have improved their written and oral communication skills

3.2 Content outline:

- Understanding the use of a software package with sophisticated mathematical functions. Mathematica is currently in use at WKU. Students will learn how to program using this software. Topics included are:
 - Basic language constructs: decision & repetition statements, input & output, defining functions, use of built-in data structures such as arrays and lists
 - Functions that support mathematical exploration (ListPlot, Prime, FactorInteger, TreePlot, etc.), visualization, and advanced list processing functions (such as Apply, Map, etc)
 - Limitations of basic commands (such as Solve, NSolve, Integrate, etc) and computational power (e.g. finding Hamiltonian cycles)
 - Graphics animations using Mathematica's Interactivity Language
 - Parallel processing and synchronization
- Using a programming language (such as Java or Mathematica) to design and implement code for projects to explore selected problems that arise in science areas (such as Biology, Chemistry, Engineering, Geology, Geography, Mathematics or Physics). Students will be encouraged to work in small groups on these projects which will take up the second half of the course. At that time, the format of the course will change from a lecture style to a format that allows small group discussions, and the role of the faculty will be to mentor the project development. Students will be taught project management skills,

and team building skills. Each project group will make at least one presentation to the class in addition to preparing a written report.

3.3 Student expectations and requirements:

Students are expected to attend class and to work on assigned problems alone or in teams. The course is offered for students who are interested in developing their computational problems solving skills and applying them to a challenging project in an area of their interest. Students must complete a significant course project, make oral presentations, and submit a written report

3.4 Tentative texts and course materials:

Ants, Bikes, and Clocks: Problem Solving for Undergraduates, William Briggs, 2004, Cambridge University Press, ISBN-13: 978-0-898715-74-

3 / ISBN-10: 0-89871-574-1

4. Library resources: See Library Resources Form and the Bibliography

4.1 Computer resources: Laptops for the students and a computer for the instructor

5. **Budget implications**

5.1 Proposed method of staffing: Existing faculty

5.2 Special equipment needed: Laptops for the students and a computer and an LCD projector for the room

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:**

Mathematics and Computer Science Department: MATH 10-02-09 CS 10-16-09

OSCE Curriculum Committee November 5, 2009

University Curriculum Committee November 17, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 10/02/09

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

Contact Person: Claus Ernst e-mail: claus.ernst@wku.edu Phone: 745-6224
Uta Ziegler uta.ziegler@wku.edu 745 2911

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CS 371
- 1.2 Course title: Advanced Computational Problem Solving
- 1.3 Abbreviated course title: Adv Comp Prob Solving
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: C (Lecture/Lab)
- 1.6 Prerequisites/ Corequisites/Special Requirements:
 - Prerequisite: CS 240 with a grade of C or better
 - Pre/Corequisite: MATH 136
 - Special Requirement: Enrollment in the Gatton Academy of Mathematics and Science or Honors Program Eligibility at WKU
- 1.7 Course catalog listing: Problem-solving tools and techniques, with an emphasis on mathematical reasoning, algorithmic techniques, and computational methods.
Techniques and tools are applied to (research) areas of interest to enrolled students, in the context of a project involving program design and implementation. The course is taught jointly by Mathematics faculty and Computer Science faculty.

2. Rationale:

- 2.1 Reason for developing the proposed course: Solving complex scientific and mathematical problems often requires applying a variety of techniques and computational tools. A student attempting to tackle such problems must have considerable experience and skills in solving non-trivial problems. Such skills are often not developed in basic mathematics and science courses. Tackling various problems throughout the course, the students use mathematical reasoning and programming skills to sharpen their intuition, and to develop their ability to solve problems on their own.
- 2.2 Projected enrollment in the proposed course: Approximately 75 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course will replace the existing Math/CS 121 course. The course Math 421, Problem Solving for Secondary Teachers, is a course offered by the department only for students who want to become middle grade or secondary level mathematics

teachers. No other course in the department has a focus on computational problem solving as proposed by this course.

2.4 Relationship of the proposed course to courses offered in other departments: No other course exists at the university which offers the proposed combination of mathematical reasoning and computational problem solving related to problems in science.

2.5 Relationship of the proposed course to courses offered in other institutions: The course is developed specifically for Gatton Academy students as a tool to strengthen their capabilities to engage in research in various disciplines. Such a course is not offered at most other universities.

3. Discussion of proposed course:

3.1 Course objectives: Students who successfully complete this course are expected to:

- have significantly increased their problem-solving skills
- have deepened their interest in science and mathematics
- apply appropriate algorithmic problem solving methods
- be able to use Mathematica effectively to find answer to questions which have a computational approach
- have acquired project management techniques and team building skills
- have improved their written and oral communication skills

3.2 Content outline:

- Understanding the use of a software package with sophisticated mathematical functions. Mathematica is currently in use at WKU. Students will learn how to program using this software. Topics included are:
 - Basic language constructs: decision & repetition statements, input & output, defining functions, use of built-in data structures such as arrays and lists
 - Functions that support mathematical exploration (ListPlot, Prime, FactorInteger, TreePlot, etc.), visualization, and advanced list processing functions (such as Apply, Map, etc)
 - Limitations of basic commands (such as Solve, NSolve, Integrate, etc) and computational power (e.g. finding Hamiltonian cycles)
 - Graphics animations using Mathematica's Interactivity Language
 - Parallel processing and synchronization
- Using a programming language (such as Java or Mathematica) to design and implement code for projects to explore selected problems that arise in science areas (such as Biology, Chemistry, Engineering, Geology, Geography, Mathematics or Physics). Students will be encouraged to work in small groups on these projects which will take up the second half of the course. At that time, the format of the course will change from a lecture style to a format that allows small group discussions, and the role of the faculty will be to mentor the project development. Students will be taught project management skills, and team building skills. Each project group will make at least one presentation to the class in addition to preparing a written report.

3.3 Student expectations and requirements: Students are expected to attend class and to work on assigned problems alone or in teams. The course is offered for students who are interested in developing their computational problems solving skills and applying them to a challenging project in an area of their interest. Students must complete a significant course project, make oral presentations, and submit a written report.

3.4 Tentative texts and course materials:

Ants, Bikes, and Clocks: Problem Solving for Undergraduates, William Briggs, 2004, Cambridge University Press, ISBN-13: 978-0-898715-74-3 / ISBN-10: 0-89871-574-1

4. Resources:

4.1 Library resources: None

4.2 Computer resources: Laptops for the students and a computer for the instructor

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty

5.2 Special equipment needed: Laptops for the students and a computer and an LCD projector for the room

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:

Mathematics and Computer Science Department: Math 10-02-09 CS 10-16-09

OSCE Curriculum Committee November 5, 2009

University Curriculum Committee November 17, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 22, 2009

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

Contact Person: Melanie Autin, melanie.autin@wku.edu, 745-6171

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: STAT 401
- 1.2 Course title: Regression Analysis
- 1.3 Abbreviated course title: Regression Analysis
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites:
 - Prerequisite: A grade of C or better in STAT 301 or permission of instructor.
 - Pre/Corequisite: STAT 330
- 1.7 Course catalog listing: Regression topics including simple and multiple linear regression, least squares estimates, inference, transformations, diagnostic checking, and model selection methods. Selected special regression topics will also be introduced. Statistical software packages will be used for analyses.

2. Rationale:

- 2.1 Reason for developing the proposed course: Regression analysis is a method of modeling functional relationships among variables. A partial list of the numerous areas of application includes business, economics, finance, law, medicine, biology, meteorology, chemistry, physics, engineering, sports, education, sociology, psychology, and history. With the vast amounts of data that are collected and produced on a daily basis, the demand for people skilled in data analysis is increasing. This course will expose students to many important regression topics and techniques and provide them with marketable, useful skills.
 - This course will be part of the core required for the minor in applied statistics that is being developed in the Mathematics Division of the Department of Mathematics and Computer Science.
- 2.2 Projected enrollment in the proposed course: It is expected that mathematics majors will have interest in this course initially. Considering only the number of undergraduate and graduate math majors, STAT 401 is projected to enroll at least 10 students per section. However, it is expected that this number will increase substantially as the statistics minor program grows and matures and as students from other departments are informed about the course and minor.
- 2.3 Relationship of the proposed course to courses now offered by the department: STAT 401 contributes to the department's initiative to create a minor program in applied statistics. It builds upon the material currently taught in STAT 301.

- 2.4 Relationship of the proposed course to courses offered in other departments:
At the undergraduate level, some of these topics are taught in an economics-focused setting in ECON 306, 307, and 465/465(G), all of which have at least two other economics courses as a prerequisite. STAT 401 will be focused in its scope (regression), but broad in its applications (not discipline-specific). At the graduate level, some of these topics are taught in courses offered by the sociology, geography, and agriculture departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Many mathematics and/or statistics departments offer an undergraduate regression analysis course.

Benchmark institutions with an undergraduate regression analysis course:

- Ball State University: MATHS 428 Regression and Time Series Models
- Eastern Michigan University: MATH 461 Linear Regression Analysis
- Middle Tennessee State University: STAT 4360 Regression Analysis
- Missouri State University: MTH 547 Applied Regression Analysis
- Northern Arizona University: STA 471 Regression Analysis
- Oakland University: STA 402 Applied Linear Models I
- Stephen F. Austin State University: STA 322 Statistical Modeling
- University of Northern Iowa: 800:175(g) Regression Analysis
- Western Illinois University: STAT 474 Regression and Correlation Analysis
- Towson University: MATH 337 Applied Regression and Time Series Analysis
- Wichita State University: STAT 763 Applied Regression Analysis
- Youngstown State University: STAT 5848 Applied Regression and Time Series Analysis

3. Discussion of proposed course:

3.1 Course objectives:

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

- Build a simple linear regression model or multiple linear regression model and do the following:
 - assess the strength and appropriateness of that model
 - perform inferential procedures for and provide interpretations of the slope, intercept, point predictions, prediction intervals, and confidence intervals
 - use residuals to check model assumptions.
- Identify outliers and influential points.
- Use transformations to successfully (if possible) meet model assumptions.
- Use model selection procedures.
- Have basic knowledge of other types of regression models.
- Analyze real data sets using regression analyses.
- Use statistical software package(s) to aid in performing the above tasks.

3.2 Content outline:

- Simple linear regression
 - least squares estimation

- F-test and the ANOVA table
 - the correlation coefficient
 - coefficient of determination
 - transformations
 - inferences for regression
 - prediction and prediction intervals
 - outliers and influential points
 - Multiple linear regression
 - least squares estimation
 - inferences for multiple regression
 - F-test
 - residual diagnostics
 - leverage and influence
 - transformations
 - Model selection
 - multicollinearity
 - stepwise regression methods
 - response variable selection methods
 - model assessment
 - Special topics in regression, selected from:
 - logistic regression
 - non-linear regression
 - nonparametric regression
 - tree-based regression
- 3.3 Student expectations and requirements: Regular attendance is required. The student's grade in the course will be determined by performance on homework, computer assignments, tests, and a comprehensive final examination.
- 3.4 Tentative texts and course materials:
- Chatterjee, S. and Hadi, A.S. 2006. *Regression Analysis by Example* (4th Edition). New York: Wiley.
 - Draper, N.R. and Smith, H. 1998. *Applied Regression Analysis* (3rd Edition). New York: Wiley.
 - Khatree, R. and Naik, D. 2008. *Applied Multivariate Statistics with SAS Software* (2nd Edition). Cary, NC: SAS Institute, Inc.
 - Kutner, M., Nachtsheim, C., Neter, J., and Li, W. 2004. *Applied Linear Statistical Models* (5th Edition). Chicago: McGraw-Hill/Irwin.
 - Mendenhall, W. and Sincich, T.L. 2003. *A Second Course in Statistics: Regression Analysis* (6th Edition). New Jersey: Prentice Hall
 - Montgomery, D.C., Peck, E.A., and Vining, G.G. 2006. *Introduction to Linear Regression Analysis* (3rd Edition). New York: Wiley.
 - SAS Institute, Inc. 2008. *Getting Started with SAS Enterprise Miner 5.3*. Cary, NC: SAS Institute, Inc.

4. Resources:

4.1 Library resources: See attached bibliography and Library Resources Form.

4.2 Computer resources: Computers with installation of SAS and R computing software.

5. Budget implications:

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

5.2 Special equipment needed: A classroom equipped with an instructor desktop computer hooked to an LCD projector is sufficient; the department has access to several such classrooms.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Mathematics and Computer Science 10/30/2009

OCSE Curriculum Committee 11/5/2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: October 23, 2009

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

Contact Person: Jonathan Quiton, jonathan.uiton@wku.edu, 745-2441

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: STAT 402
- 1.2 Course title: Experimental Design
- 1.3 Abbreviated course title: Experimental Design
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites:
 - Prerequisite: STAT 301 with a grade of C or better or permission of instructor.
 - Pre/Corequisite: STAT 330
- 1.7 Course catalog listing:
 - Experimental design and analysis topics including single- and multiple-factor designs, factorial and fractional factorial designs, fixed vs. random effects models, response surface, nested designs, and special topics. Statistical software packages will be used for analyses.

2. Rationale:

- 2.1 Reason for developing the proposed course:
 - This course is one of the core courses for the minor in applied statistics being developed in the Mathematics Division of the Department of Mathematics and Computer Science. A partial list of the numerous areas of applications includes engineering, agriculture, biosciences, social sciences and physical sciences. This course will expose students to the process of designing and analyzing experiments with emphasis on the interpretation of statistical results and the use of statistical software.
- 2.2 Projected enrollment in the proposed course:
 - It is expected that mathematics majors will have interest in this course initially. Considering only the number of undergraduate and graduate math majors, STAT 402 is projected to enroll at least 10 students per section. It is anticipated that this number will substantially increase as the statistics minor program grows and matures and as students from other departments are informed about the course and the minor.
- 2.3 Relationship of the proposed course to courses now offered by the department:
 - STAT 402 contributes to the department's initiative to create a minor program in applied statistics. It builds upon the material currently taught in STAT 301.
- 2.4 Relationship of the proposed course to courses offered in other departments: At the undergraduate/graduate level, some of these topics are taught with agricultural

applications in AGRI 491(G). STAT 402 also will be focused on, but broader in its applications (not discipline-specific).

- 2.5 Relationship of the proposed course to courses offered in other institutions:
Many mathematics and/or statistics departments offer undergraduate experimental design course.

Benchmark institutions with an undergraduate experimental design course:

- Ball State University: MATHS 529 - Analysis of Variance in Experimental Design Models.
- Eastern Michigan University: MATH462 Design and Analysis of Experiments
- Middle Tennessee State University: MATH 4380 Experimental Design
- Missouri State University: MTH 546 Analysis of Variance and Design of Experiments
- Oakland University: STA 403 Applied Linear Models II (4 credits)
- Stephen F. Austin State University: STA 322 Statistical Modeling and STA 327: Experimental Design and Analysis
- Western Illinois University: STAT 478 Analysis of Variance
- Wichita State University: STAT 764 Analysis of Variance
- Youngstown State University: STAT 5817 - Applied Statistics

3. Discussion of proposed course:

3.1 Course objectives:

The aims of the course are

- To provide a conceptual understanding of the principles of experimentation through the study of various techniques for designing and analyzing statistical experiments,
- To present a general mathematical framework for experimental designs, and
- To expose students to statistical computing and interpretation of computer outputs for experimental data.

3.2 Content outline:

- Introduction
 - Typical applications of experimental design
 - Guidelines for designing experiments
 - Brief review of one and two-sample statistical hypothesis testing and confidence intervals
- Single-factor experiments: the analysis of variance
 - Mathematical framework
 - Analysis of fixed effects model
 - Model adequacy checking
 - Practical interpretation using planned and unplanned comparisons
 - Analysis of random effects model
- Two-factor experiments:
 - Mathematical framework
 - Randomized block design
 - Latin square design

- Graeco-latin square design
 - Introduction to incomplete block designs
 - Analysis of covariance
 - Factorial experiments with random factors
 - Mathematical framework
 - Two-factor factorial with random factors
 - The two-factor mixed model
 - Two-level fractional factorial designs
 - Response Surface and Nested Designs
 - Response surface methods and other approaches to process optimization
 - Two-stage nested design
 - Split plot and split-split plot design
 - Special topics and applications
 - Power calculations
 - Multiple testing
 - One and two-factor nonparametric analysis of variance
 - Current applications of experimental designs
- 3.3 Student expectations and requirements: Regular attendance is required. The student's grade in the course will be determined by performance on homework, computer assignments, tests, and a comprehensive final examination.
- 3.4 Tentative texts and course materials:
- Anthony, J. 2003. *Design of Experiments for Engineers and Scientists*. Burlington, MA: Butterworth-Heinemann (an imprint of Elsevier)
 - Box, G.E.P, Hunter, J. and Hunter, W. 2005. *Statistics for Experimenters: design, discovery, and innovation*. John Wiley and Sons.
 - Khatree, R. and Naik, D. 2008. *Applied Multivariate Statistics with SAS Software* (2nd Edition). Cary, NC: SAS Institute, Inc.
 - Kutner, M., Nachtsheim, C., Neter, J., and Li, W. 2004. *Applied Linear Statistical Models* (5th Edition). Chicago: McGraw-Hill/Irwin.
 - Littell, R., Milliken, G., Stroup, W. Wolfinger, R. and Schabenberger, O. 2007. *SAS For Mixed Models* (2nd Edition). SAS Institute Inc.
 - Montgomery, D. 2008. *Design and Analysis of Experiments* (7th Edition). John Wiley and Sons.

4. **Resources:**

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

5. **Budget implications:**

- 5.1 Proposed method of staffing: Existing faculty will teach this course.
- 5.2 Special equipment needed: A classroom equipped with an instructor desktop computer connected to an LCD projector is sufficient; the department has access to several such classrooms.
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. **Proposed term for implementation:** Spring 2011

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

Department of Mathematics and Computer Science October 30, 2009

OCSE Curriculum Committee November 5, 2009

Undergraduate Curriculum Committee November 17, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

10/15/2009

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

Contact Person: Scott Grubbs, scott.grubbs@wku.edu, 745-5048

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BIOL 405
- 1.2 Course title: Aquatic Insect Diversity
- 1.3 Abbreviated course title: Aquatic Insect Diversity
- 1.4 Credit hours and contact hours: 2/4
- 1.5 Type of course: B
- 1.6 Prerequisites: BIOL 224/225 or consent of instructor
- 1.7 Course catalog listing: The taxonomy and biology of the insects commonly encountered in freshwater habitats.

2. Rationale:

- 2.1 Reason for developing the proposed course: Aquatic insects are diverse components of freshwater ecosystems globally, ranging from small seeps, cold springs, and thermal pools to lowland rivers and large lakes. Aquatic insects are likewise diverse both locally and regionally. The ability to identify aquatic insects to the genus taxonomic level is an important skill for ecological research in aquatic habitats. For several decades biologists have been using aquatic insects as indicators of water quality conditions. The ability to identify aquatic insects properly is paramount to these studies. Projected enrollment in the proposed course: 10–14. This course was taught during spring 2009 as a one-time course offering with an enrollment of 10 students. We anticipate teaching this course during the spring semester in odd years only. This provides the opportunity for upper division undergraduates to enroll during each two-year period.
- 2.2 Relationship of the proposed course to courses now offered by the department: The Biology Department offers BIOL 325 (Insect Biodiversity) during each fall semester. This course covers general insect biology, physiology, and behavior, each of which would not be covered in Aquatic Insect Diversity. BIOL 405 would complement BIOL 325 well. Several comprehensive and research institutions offer both a General and Aquatic Entomology course. BIOL 325 requires a collection, but all orders are covered in this class and the ability to identify at a coarser scale (Order and Family) is required. BIOL 405 would require finer level identifications, mainly to the Genus level and would provide students with the opportunity to enroll in BIOL 325 in the fall semester and continue with BIOL 405 for the spring semester. BIOL 405 would also compliment BIOL 497 (Aquatic Field Ecology), which is also offered during fall semesters of even years and provides another opportunity for students to take related

courses in consecutive semesters. Due to the breadth of topics included in BIOL 497, there is insufficient time to cover aquatic insects.

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

GEOL 420 (Geomorphology) is the main course that provides the opportunity for students to examine the relationship between aquatic insect habitat (e.g., rocks) and the forces that underline the formation of riverine systems. However, the courses are not redundant in topics covered.

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

2.5 Four of our benchmark institutions (Ball State University, Missouri State University, Towson University and Wichita State University) offer courses in both general and aquatic entomology

3. Discussion of proposed course:

3.1 Course objectives: To expose students to a broad variety of aquatic habitats and the insects that inhabit them, teach students to recognize common aquatic insects by field characteristics, emphasize the use of keys and literature to identify immature and adult specimens to a fine level, and to present information on the biology of aquatic insects, particularly those adaptations necessary to live in freshwater habitats. The main emphasis will be placed on identifying insects that are distributed broadly east of the Mississippi River and particularly those that are associated with the Appalachian Mountains and the adjacent Cumberland Plateau region. The secondary purpose for this course is to expose students to other aspects of aquatic insect biology, namely life cycles, habitat preferences, feeding habits, adaptations to environments, and ecological functions in ecosystems.

3.2 Content outline:

- Insect evolution
- Insect morphology
- Aquatic insect orders
 - Collembola (springtails)
 - Ephemeroptera (mayflies)
 - Odonata (damselflies and dragonflies)
 - Plecoptera (stoneflies)
 - Hemiptera (true bugs)
 - Coleoptera (beetles)
 - Megaloptera (alderflies, dobsonflies)
 - Neuroptera (spongillaflyies)
 - Hymenoptera (parasitic wasps)
 - Lepidoptera (aquatic moths)
 - Trichoptera (caddisflies)
 - Diptera (true flies)

3.3 Student expectations and requirements: Student performance will be based on a combination of the development of a museum quality collection of aquatic insect taxa, bi-weekly quizzes, both field and laboratory practical exams and maintaining a field and laboratory notebook. Attendance will be required.

3.4 Tentative texts and course materials: R. W. Merritt, K. W. Cumming and M. B. Berg (Editors). 2008. An Introduction to the Aquatic Insects of North America, 4th Edition. ISBN13: 9780757541285, ISBN10: 0757541283, spiral bound, 1214 pages.

4. Resources:

4.1 Library resources: Library resources are not required to offer such a course (see attachment).

4.2 Computer resources: Departmental computer resources are sufficient to instruct students during lectures. Students will be expected to have computer and Internet access outside of class.

5. Budget implications:

5.1 Proposed method of staffing: Additional staff is not required.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation:

Spring 2011

7. Dates of prior committee approvals:

Department of Biology

October 23rd, 2009

OCSE Curriculum Committee

11/05/09

Undergraduate Curriculum Committee

November 17, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 10/22/2009

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

Contact Person: Joel Lenoir email: joel.lenoir@wku.edu, 745-6858

1. Identification of program

- 1.1 Reference Number: 543
- 1.2 Current Program Title: Mechanical Engineering
- 1.3 Credit Hours: 68/67

2. Identification of proposed changes

Courses and Curriculum

- Replace existing physics sequences PHYS 250/251 and PHYS 260/261 with the new sequences PHYS 255/256 and PHYS 265/266.
- Replace the existing mathematics sequence MATH 126/227/327 with the new sequence MATH 136/137/237.

Credit Hours: Program required technical course hours will not change from 68/67hours. Other required mathematics and science hours will change from 32 to 33 hours. Students are required to satisfy the WKU General Education requirements.

Program Academic Policy

Revision of Program Academic Standards: Changing Physics sequence from PHYS 250/251 to PHYS 265/266, changing Mathematics sequence from MATH 126/227 to MATH 136/137, and noting the new number MATH 237 for MATH 327.

Catalog statement of existing policy:

Academic Standards for the WKU/UK Joint Mechanical Engineering Program:

Students are admitted as a Pre-Major in Mechanical Engineering. In order to transition from Pre-Major to Major and to graduate with a degree in Mechanical Engineering, students must earn a GPA of 2.5 in the following courses and a grade of "C" or better in each course in the list. This requirement must be completed before enrolling in ME 300: Junior Design.

ME 175: University Experience 2/1hrs (or ME 176 for transfers)
ENG 100: Freshman English 3 hrs
HIST 119 or 120: Western Civilization 3 hrs
COMM 145 or 161: 3 hrs

MATH 126: Calculus and Analytic Geometry I 4.5 hrs
MATH 227: Calculus and Analytic Geometry II 4.5 hrs
ME 180: Freshman Design II 3 hrs
PHYS 250/251: University Physics I 4 hrs and Laboratory
CHEM 120/121: College Chemistry I 5 hrs and Laboratory
ME 240/241: Materials and Methods of Manufacturing 4 hrs
TOTAL HRS 36/35 hrs

After satisfying the requirements to transition from Pre-Major to Major in Mechanical Engineering, the student must also earn a grade of C or better in the following courses required of the major: EM 221, 303, ME 200, 220, 310, 330, 347, MATH 327, MATH 331.

Each Mechanical Engineering student's transcript must include at least 16 hours of credit in the major taught by UK faculty members.

Each Mechanical Engineering student must also take at least one mathematics elective. This elective must meet three criteria:

- It must be a course offered by the Department of Mathematics
- It must not be a course repeating subject matter already covered in a required course.
- It must be of a level greater than or equal to the required courses in mathematics.

Catalog statement of proposed policy:

Academic Standards for the WKU/UK Joint Mechanical Engineering Program:

Students are admitted as a Pre-Major in Mechanical Engineering. In order to transition from Pre-Major to Major and to graduate with a degree in Mechanical Engineering, students must earn a GPA of 2.5 in the following courses and a grade of "C" or better in each course in the list. This requirement must be completed before enrolling in ME 300: Junior Design.

ME 175: University Experience 2/1hrs (or ME 176 for transfers)
ENG 100: Freshman English 3 hrs
HIST 119 or 120: Western Civilization 3 hrs
COMM 145 or 161: 3 hrs
MATH 136: Calculus and Analytic Geometry I 4 hrs
MATH 137: Calculus and Analytic Geometry II 4 hrs
ME 180: Freshman Design II 3 hrs
PHYS 255/256: University Physics I and Laboratory 5 hrs
CHEM 120/121: College Chemistry I and Laboratory 5 hrs
ME 240/241: Materials and Methods of Manufacturing 4 hrs
TOTAL HRS 36/35 hrs

After satisfying the requirements to transition from Pre-Major to Major in Mechanical Engineering, the student must also earn a grade of C or better in the following courses required of the major: EM 221, 303, ME 200, 220, 310, 330, 347, **MATH 237**, MATH 331.

Each Mechanical Engineering student's transcript must include at least 16 hours of credit in the major taught by UK faculty members.

Each Mechanical Engineering student must also take at least one mathematics elective. This elective must meet three criteria:

- It must be a course offered by the Department of Mathematics
- It must not be a course repeating subject matter already covered in a required course.
- It must be of a level greater than or equal to the required courses in mathematics.

3. Detailed program description:

<u>Current Technical Courses</u>		<u>Proposed Technical Courses</u>	
ME175 University Experience – ME or ME 176 Freshman Design 2 or 1 (transfers/change majors, credits > 24 hrs)		ME175 University Experience – ME or ME 176 Freshman Design 2 or 1 (transfers/change majors, credits > 24 hrs)	
ME 180 Freshman Design II 3		ME 180 Freshman Design II 3	
ME 240 Materials and Methods 3		ME 240 Materials and Methods 3	
ME 241 Materials and Methods LAB 1		ME 241 Materials and Methods LAB 1	
EM 221 UK Statics 3		EM 221 UK Statics 3	
EE 350 Fundamentals of El. Engr 4		EE 350 Fundamentals of El. Engr. 4	
ME 285 Fundamentals Ind. Auto. 1	1	ME 285 Fundamentals Ind. Auto. 1	1
ME 200 Sophomore Design 3		ME 200 Sophomore Design 3	
EM 313 Dynamics 3		EM 313 Dynamics 3	
EM 303 WKU Mechs. of D. Solids 3		EM 303 WKU Mechs. of D. Solids 3	
ME 347 Mech. Systems Lab. 1		ME 347 Mech. Systems Lab. 1	
ME 220 Engineering Thermo. I 3		ME 220 Engineering Thermo. I 3	
ME 344 Mechanical Design 3		ME 344 Mechanical Design 3	
ME 300 Junior Design 2		ME 300 Junior Design 2	
ME 310 Eng. Instru. & Exp. 3		ME 310 Eng. Instru. & Exp. 3	
ME 321 Eng. Thermo. II 3		ME 321 Eng. Thermo. II 3	
ME 330 Fluid Mechanics 3		ME 330 Fluid Mechanics 3	
ME 325 Heat Transfer 3		ME 325 Heat Transfer 3	
ME 416 UK Dyn. Systems Elective 3		ME 416 UK Dyn. Systems Elective 3	
ME 400 Mech. Engr. Design 2		ME 400 Mech. Engr. Design 2	
ME 440 Therm/Fluids Lab 2		ME 440 Therm/Fluids Lab 2	
ME 445 Dynamic Systems Lab 2		ME 445 Dynamic Systems Lab 2	
ME 412 ME Senior Project 3		ME 412 ME Senior Project 3	
ME Technical Elective 3		ME Technical Elective 3	
ME Technical Elective 3		ME Technical Elective 3	
ME Technical Elective 3		ME Technical Elective 3	
Technical Course Total: 68 or 67		Technical Course Total: 68 or 67	

Other Requirements:	Other Requirements:
CHEM 120 College Chemistry 1 4	CHEM 120 College Chemistry 1 4
CHEM 121 College Chemistry I Lab 1	CHEM 121 College Chemistry I Lab 1
<i>PHYS 250 Introductory Mechanics 3</i>	<i>PHYS 255 University Physics I 4</i>
<i>PHYS 251 Introductory Mechanics Lab 1</i>	<i>PHYS 256 University Physics I Lab 1</i>
<i>PHYS 260 Intro Elec. & Mag. 3</i>	<i>PHYS 265 University Physics II 4</i>
<i>PHYS 261 Intro Elec. & Mag. Lab 1</i>	<i>PHYS 266 University Physics II Lab 1 1</i>
<i>MATH 126 Calculus I 4.5</i>	<i>MATH 136 Calculus I 4</i>
<i>MATH 227 Calculus II 4.5</i>	<i>MATH 137 Calculus II 4</i>
<i>MATH 327 Multivariable Calculus 4</i>	<i>MATH 237 Multivariable Calculus 4</i>
MATH 331 Differential Equations 3	MATH 331 Differential Equations 3
Mathematics Elective 3	Mathematics Elective 3
Other Required Mathematics and Science Hours: 32	Other Required Mathematics and Science Hours: 33
Students must also satisfy the WKU General Education requirements	Students must also satisfy the WKU General Education requirements

4. Rationale of proposed program revisions:

Replace Physics 250/251/260/261 with Physics 255/256/265/266

The Physics Department is transitioning to a new physics sequence that provides a much broader range of topical coverage and will be a positive addition to the ME program. The two-hour increase is partially offset by the decrease of one hour from the mathematics changes shown below. However, the total mathematics and science hours in the ME program will remain above 32 hours, a traditional ABET accreditation standard that might not have been met if the old physics sequence was retained with the new mathematics courses.

Replace MATH 126/227/327 with MATH 136/137/237

The first two course replacements have already been completed by the Mathematics Department for Fall 2010, and the third is currently underway. They are shown here to reflect the total new numbers in the program.

5. Proposed term for implementation and special provisions:

Term: Fall 2010 (intended to appear in 2010-2011 catalog)

6. Dates of prior committee approvals:

Department of Engineering

_____ 29 October 2009

OSCE Curriculum Committee

_____ 05 November 2009

Undergraduate Curriculum Committee

November 17, 2009

University Senate

