

# **Undergraduate Curriculum Committee**

## **Western Kentucky University**

Report to the University Senate

Date: January 5, 2015

From: Ashley Fox, Chair

The Undergraduate Curriculum Committee submits the following items from the 9 December 2014, meeting for approval by the University Senate:

### Information Item Report:

- I. Create an Equivalent Course  
HUM 240
  
- II. Revise Course Prerequisite/Corequisite  
CM 363  
CM 462  
FACS 381
  
- III. Delete a Course  
GEOG 222

### Consent Item Report:

- I. Create a New Course  
EDU 490  
ART 373  
SJB 310  
CHIN 108  
CHIN 370  
CHIN 389  
CHIN 450  
THEA 341
  
- II. Revise a Program  
592 Social Studies  
609 Major in Arabic  
315 Minor in Arabic  
624 Major in Chinese  
337 Minor in Chinese  
508 Major in Agriculture, Agronomy-Plant Science Conc  
533 Construction Management
  
- III. Create a New Minor Program  
Minor in Neuroscience
  
- IV. Make Multiple Revisions to a Course  
AMS 180

AMS 282

- V. Revise an Academic Policy  
Course Requirements Policy

Proposal Date: 10/27/14

**Potter College of Arts & Letters  
Office of the Dean  
Ogden College of Science and Engineering  
Department of Mathematics and Computer Science  
Proposal to Create an Equivalent Course  
(Consent Item)**

Contact Person: Lawrence Snyder, [Lawrence.snyder@wku.edu](mailto:Lawrence.snyder@wku.edu), 745-2344  
Claus Ernst, [claus.ernst@wku.edu](mailto:claus.ernst@wku.edu), 745-6224

- 1. Identification of existing course:**
  - 1.1 Current course prefix (subject area) and number: MATH 240
  - 1.2 Course title: Geometry in Art and Architecture
- 2. Identification of proposed equivalent course prefix and number:**

HUM 240: Geometry in Art and Architecture
- 3. Rationale for each equivalent course:**

HUM 240 is being developed as an equivalent course with MATH 240.  
The course will be proposed as a Colonnade Connections course that introduces topics in geometry with applications in architectural science, music, and art. This course is multi-disciplinary by design, demonstrating the systemic nature of geometry across disciplines. It will be team-taught by the faculty in Ogden and Potter colleges.
- 4. Proposed term for implementation:** Fall 2015
- 5. Dates of prior committee approvals:**

Potter College Dean's Office	<u>10/27/2014</u>
Potter College Curriculum Committee	<u>11/6/2014</u>
Professional Education Council (if applicable)	<u>N/A</u>
General Education Committee (if applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>12/9/2014</u>
University Senate	<u>1/5/2015</u>

Proposal Date: 10-4-2014

**Ogden College of Science and Engineering  
Architectural and Manufacturing Sciences Department  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Bryan Reaka, [bryan.reaka@wku.edu](mailto:bryan.reaka@wku.edu) 270.745.7032

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: CM 363
  - 1.2 Course title: Construction Estimating and Bidding
- 2. Current prerequisite: CE 303**
- 3. Proposed prerequisites/special requirements:** CM 250 or CE 303 or permission of instructor
- 4. Rationale for the revision of prerequisites/special requirements:** The prerequisite content included in either CE 303 or CM 250 will allow students to be successful in CM 363. In special cases, an entering student's construction experience may allow him or her to enroll in CM 363 with the instructor's permission.
- 5. Effect on completion of major/minor sequence:** This could allow students to matriculate through the sequence of major courses more quickly.
- 6. Proposed term for implementation: Fall 2015**
- 7. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences Department

**10-10-2014**

Ogden College Curriculum Committee

**11/6/14**

Undergraduate Curriculum Committee

**12/9/2014**

University Senate

**1/5/2015**

Proposal Date: 10-4-2014

**Ogden College of Science and Engineering  
Architectural and Manufacturing Sciences Department  
Proposal to Revise Course Prerequisites  
(Consent Item)**

Contact Person: Bryan Reaka, [bryan.reaka@wku.edu](mailto:bryan.reaka@wku.edu) 270.745.7032

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: CM 462
  - 1.2 Course title: Construction Scheduling
- 2. Current prerequisite:** CE 303
- 3. Proposed prerequisites/special requirements:** CM 250 or CE 303 or permission of instructor
- 4. Rationale for the revision of prerequisites/special requirements:** The prerequisite content included in either CE 303 or CM 250 will allow students to be successful in CM 462. In special cases, an entering student's construction experience may allow him or her to enroll in CM 462 with the instructor's permission.
- 5. Effect on completion of major/minor sequence:** This could allow students to matriculate through the sequence of major courses more quickly.
- 6. Proposed term for implementation:** Fall 2015
- 7. Dates of prior committee approvals:**

Architectural and Manufacturing Sciences Department

**10-10-2014**

Ogden College Curriculum Committee

**11-06-2014**

Undergraduate Curriculum Committee

**12-9-2014**

University Senate

Proposal Date: 09/15/2014

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

Contact Person: Kathy Croxall, [Kathy.croxall@wku.edu](mailto:Kathy.croxall@wku.edu), 270-745-3997

- 1. Identification of course:**
  - 1.1 Course prefix and number: FACS 381
  - 1.2 Course title: Methods and Materials in Family and Consumer Sciences Education
- 2. Current prerequisites:** FACS 380 and MGE 275 and Junior standing for FACS Education majors or consent of instructor.
- 3. Proposed prerequisites:** FACS 380 and MGE 275 and proof of passing Praxis Core for FACS Education majors or consent of instructor.
- 4. Rationale for the revision of prerequisites/co-requisites/special requirements:** FACS students are currently not required to be admitted to teacher education until they register for LTCY 421, which most take the last semester prior to student teaching. This late date results in students not knowing if they will be able to get into the last class they need. If they can't get into the course, they find they have to wait a full semester to graduate, increasing both emotional and financial stress.
- 5. Effect on completion of major/minor sequence:** It will require students to complete their teacher education applications, including passing the Praxis exam (Praxis Core) earlier than many currently do. It could slow some students down in their program, but at least they will still have other courses they can take while meeting the requirements; therefore not having to sit out a semester prior to student teaching. Students will need to be advised to complete all requirements early, including taking the Praxis Core exam by the end of their sophomore year.
- 6. Proposed term for implementation:** Summer 2015
- 7. Dates of prior committee approvals:**

Family and Consumer Sciences Department

09/24/2014

CHHS Undergraduate Curriculum Committee

10/17/2014

Professional Education Council

11/12/2014

Undergraduate Curriculum Committee

**12/9/2014**

University Senate

Proposal Date: September 26, 2014

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

Contact Person: Gregory Goodrich (Gregory. [Goodrich@wku.edu](mailto:Goodrich@wku.edu)), 5-4555

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: GEOG 222
- 1.2 Course title: Observational and Analytical Meteorology

**2. Rationale for the course deletion:** Course was replaced with METR 324 in the restructuring of the Meteorology program this past academic year. GEOG 222 is now redundant.

**3. Effect of course deletion on programs or other departments, if known:** No impact known, as the course was replaced with METR 324.

**4. Proposed term for implementation:** Fall 2015

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

Department of Geography and Geology  
Ogden College Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

**9/26/2014**

**11/06/2014**

**12/9/2014**

Proposal Date: Sept. 5, 2014

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

Contact Person: Fred Carter [Fred.carter@wku.edu](mailto:Fred.carter@wku.edu) & Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 5-4014

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: EDU 490
- 1.2 Course title: International Student Teaching
- 1.3 Abbreviated course title: International Student Teaching  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit (yes or ☐ no)
- 1.5 Grade type: Pass/Fail
- 1.6 Prerequisites/corequisites: All professional education courses must be completed including the 3 credit hour Student Teaching Seminar and 10 credit hours of student teaching; a minimum overall GPA of 3.0; a completed and submitted Study Abroad application with a letter of interest, two letters of recommendation from WKU faculty members to the Director of Teacher Services, and a completed successful interview with the faculty selection team.
- 1.7 Course description: This course is part of the professional semester and is an elective taken during the senior year after successfully completing 12 weeks of stateside student teaching. Students will teach classes as assigned, serve as teacher assistants, observe, and teach English as appropriate in various international classrooms for four (4) weeks.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course will allow teacher services and the School of Teacher Education to provide one course for each international student teaching location. Prior to a temporary course being offered in Fall 2014, there were separate course sections for each individual student teaching area (Elementary Education, Special Education, Interdisciplinary Early Childhood Education, Middle Grades Education, and Secondary Education) and each individual international location. For example, in Spring 2014, there were 43 separate sections of Student Teaching for international student teaching. Creating this course will allow one section for each international location as opposed to one section for each location for each area of student teaching and cut down the number of sections to 8 from 43. In addition, in light of security concerns, fewer numbers of sections will allow international studies to locate specific students more efficiently in the event of emergency situations. This course has been requested by the Center for International Studies to allow more efficient scheduling and monitoring of student enrollment in these courses.
- 2.2 Projected enrollment in the proposed course: In fall 2014, twenty-four (24) students are enrolled in the temporary EDU 490. In spring 2013, 57 student teachers completed international student teaching. Based on these numbers, we estimate 20 to 60 students each term with spring terms traditionally yielding larger groups of student teachers.



- 2.3 Relationship of the proposed course to courses now offered by the department: Student teaching courses are only offered by the College of Education and Behavioral Sciences through the School of Teacher Education and Teacher Services.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other student teaching courses offered in other academic units leading to recommendation for Kentucky Teacher Certification.
- 2.5 Relationship of the proposed course to courses offered in other institutions: All of WKU's benchmark institutions offering teacher preparation and recommendations for Kentucky Teacher Certification are mandated to provide a professional semester in which student teaching is completed. WKU is the leader however, when it comes to international experiences in student teaching. The KY Education Professional Standards Board has supported WKU's international student teaching program and has held it up as a model for other institutions. As a comparison, in spring 2014, the University of Kentucky had 10 student teachers complete an international experience and Northern Kentucky University had 3 student teachers complete an international experience. This is compared to WKU's 24 and 57 students respectively. Other institutions seeking to expand their international student teaching programs have modeled WKU's processes and procedures.

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

- 3.1 Schedule type: T
- 3.2 Learning Outcomes: In concordance with the university's vision of being an, "A Leading American University with International Reach," and the CEBS mission of, "Empowering individuals to lead and serve in our dynamic world" , the CEBS International Committee develops and facilitates international experiences through programs and activities. These activities are dynamic in nature and change depending on the current cultural environment and international location. The activities foster growth for CEBS students and faculty resulting in a deeper global awareness and appreciation of diversity within our global society.
- 3.3 Content Outline: Students experiencing student teaching abroad will:
  - Attend and participate in two seminars for International Student Teaching in preparation for the experience.
  - Cooperate with the host contact person to meet and fulfill teaching requirements.
- 3.4 Student expectations and requirements – Students will:
  - Research chosen international location prior to departure.
  - Demonstrate knowledge through their pre-travel interviews of the Teacher Services and WKU Study Abroad policies and procedures for international study.
  - Submit a weekly blog or email to the Director of Teacher Services
  - Document experiences through photographs and/or videotapes of teaching sessions if allowed by the host educators
  - Participate in de-briefing with the Director of Teacher Services upon return to WKU.
- 3.5 Tentative texts and course materials: No texts are required, however, student must research their chosen international location on the web prior to departure and thoroughly review the Teacher Services website for international student teaching policies and procedures as well as the WKU Study Abroad Offices.

**4. Resources:**

- 4.1 Library resources: Current Library Resources are Adequate
- 4.2 Computer resources: Current Computer Resources are Adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: The Director of Teacher Services is listed as instructor on all Student Teaching courses in the college. This is the traditional practice and will be continued with this international student teaching course.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation: Spring 2015**

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

School of Teacher Education

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Sept. 12 2014

CEBS Curriculum Committee

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Oct. 2, 2014

Professional Education Council

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Nov. 12, 2014

Undergraduate Curriculum Committee

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**Dec. 9 2014**

University Senate

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Proposal Date: September 5, 2014

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

Contact Person: Kristina Arnold, [kristina.arnold@wku.edu](mailto:kristina.arnold@wku.edu), 270-745-2314

**1. Identification of proposed course:**

- 1.1. Course prefix (subject area) and number: ART 373
- 1.2. Course title: Installation Art
- 1.3. Abbreviated course title: Installation Art
- 1.4. Credit hours: 3                      Variable credit: No
- 1.5. Grade type: Standard letter grade
- 1.6. Prerequisites: Any 200-level course in studio art or graphic design.
- 1.7. Course description: Introduction to and practice with concepts, materials and methods of installation art. Students will experiment with developing their own artistic voice through creating site-specific art installations. Off campus field trip may be taken.  
May be repeated once for 3 additional credits.

## 2. Rationale:

- 2.1. Reason for Developing the Proposed Course: **Installation Art is the studio art practice of creating site-specific artworks, often installed in non-arts public spaces.** “Installations” can be temporary or permanent and in or outdoors. These works require an extensive understanding of ways to manipulate space and necessitate learning to negotiate with non-arts viewers (“the public”). Installation works are time and resource intensive, requiring that students also learn the process of planning and creating on a large scale. For example, the internationally-celebrated installation art team of Christo and Jeanne Claude take decades to create their projects. The artists conduct environmental impact studies, gain political permissions, plan and fundraise before they can create works such as “Wrapped Reichstag,” (1995) in which they covered the German Parliament building in over 1,000,000 feet of fabric.

The practice of installation art has been developing rapidly since the 1960s, and is a major method of artistic production throughout the world today. Currently, WKU offers no courses specifically in this popular and critically important artistic methodology. The proposed course fills a gap in our current curricular offerings.

The class supports the WKU Mission and Purpose by creating a very real and visible platform for undergraduate-level engaged research in the Department of Art. Because of the nature of installation art (projects are large and space-specific), an additional benefit of the class has been the creation of temporary public art projects on campus. These projects not only provide exhibition opportunities for the students in the course, but also enhance the cultural exposure and quality of life for all campus inhabitants. While not all projects meet with universal appeal, from feedback this course (when offered on a temporary basis) has received, campus residents overwhelmingly enjoy and anticipate viewing these “pop up” projects. For more information on past Special Topics Installation Art projects, see the blog: [http://wkuinstallation.blogspot.com/2013\\_09\\_01\\_archive.html](http://wkuinstallation.blogspot.com/2013_09_01_archive.html).

- 2.2. Projected enrollment in the proposed course: As an upper level class, projected enrollments are 12 – 16 students. The Department has offered this class as a special topics course three times, and it has filled each time.

- 2.3. Relationship of the proposed course to courses now offered by the department: “Installation Art” provides a complement to courses currently offered and gives students a new area of study. Specifically, “Installation Art” builds upon the investigations of three-dimensional space begun in Art 131 (3D design), and combines these elements with materials and methods from one or more of the following lower-level Art classes: sculpture (270), ceramics (220), drawing (240), painting (260), printmaking (250), graphic design (231), digital media (243) and weaving (280). While installation art builds on and blends more established practices, it is now is a stand-alone methodology in its own right, and as such necessitates its own course offerings.
- 2.4. Relationship of the proposed course to courses offered in other departments: This course concerns itself primarily with space and built environments within a visual arts methodology; the other disciplines at WKU that also work broadly with these concepts are Theatre, Architecture and Interior Design. While each of these other departments offer courses that explore pieces of the installation-art methodology, none offer duplicates for the Installation Art course.

The Theatre and Dance Department courses THEA 319 Design II and THEA 322 Stage Design (set design and construction) work with built environments but are conceptually very different from installation art. The Department of Architectural and Manufacturing Sciences AMS 261/AMS 262, Construction Methods and Materials with a Lab, offers hands-on experience with materials used in “light commercial and residential construction applications,” also conceptually very different from an Installation Art course.

Other courses at WKU in architecture [AMS 263, AMS 363 and AMS 463, Architecture Documentation I, II and III; AMS 282 Architectural Structures, AMS 369 and AMS 469, Architectural Design Studio I and II] are conceptually different from installation art and work with the creation of architectural plans, drawings and models rather than building a full-scale environment. Like courses in architecture, those in interior design [IDFM 201, IDFM 300, IDFM 301, IDFM 302 and IDFM 401, Design Studio II-VI] are different from installation art in both concept and scale. IDFM 446 / FLK 446, Restoration of Historic Interiors, cross listed in Interior Design and Folk Studies, differs from installation art in concept and intent.

- 2.5. Relationship of the proposed course to courses offered in other institutions:  
*Similar courses are offered at benchmark and area institutions:* **NKU**, ARTM 350, Video, Installation & Sound; **University of Louisville**, ART 582 Advanced Fiber/ Mixed Media Art; **Appalachian State University**, ART 3201 Sculpture II: Contemporary Issues; **University of Kentucky**, A-S 546 INTERMEDIA STUDIO; **University of Tennessee**, ASCU 246 Mixed Media Sculpture and AMED 402 Experiments in Space; **Bowling Green State**, ART 1120 Media Studio: Space and Time.

### 3. **Description of proposed course**

3.1. Schedule type: A—Applied Learning: Focus on process and/or technique.

3.2. Learning Outcomes:

By the end of this course, students should be able to:

- Develop a basic understanding of installation art history and contemporary practice
- Develop a more acute understanding of the uses of “space” as an artistic element
- Practice developing a personal artistic voice
- Develop skills in critical thinking and critical analysis

- Further develop the ability to research and synthesize information from varied sources both visually and through writing
- Develop skills in varied media and processes based upon their own visual interests
- Practice methods of visual interaction within a public forum

3.3. Content outline:

- Overview of installation art, including history and origins
- Space as an integral element for art “objects”
- The fourth dimension: beyond the object, beyond the site (sound, video, web)
- The body / performance / art as it relates to the body
- Art and the environment, the environment as art
- Earth art / landscape art(chitecture)
- Endurance and experience as art
- Art as social change; art as a political tool
- Legal and illegal: sanctioned art and protest art
- The simulated vs. the real, including photography and the discussion of documentation vs. “object”
- Recycled, reclaimed and repurposed materials

3.4. Student expectations and requirements:

Students will be evaluated based upon:

- Successful completion of multiple independent projects
- Successful oral defense of individual projects and ideas (project critique)
- Participation in group critiques and discussions based on other students’ work
- Participation in group critiques and discussions based on reading assignments

3.5. Tentative texts and course materials: Internet sources and instructor supplied materials.

4. **Resources**

4.1. Library resources: Sufficient

4.2. Computer resources: Sufficient

5. **Budget implications:**

5.1 Proposed method of staffing: Existing faculty sufficient, however, should course and/or program enrollments increase significantly additional staffing may be required.

5.2 Special equipment needed: none beyond existing facilities

5.3 Expendable materials needed: none beyond existing facilities

5.4 Laboratory materials needed: none beyond existing facilities

6. **Proposed term for implementation:** Summer, 2015

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

Department of Art

9/10/2014

Potter College Curriculum Committee

11/6/2014

Undergraduate Curriculum Committee

12/9/2014

University Senate

## BIBLIOGRAPHY

The below list is a sample of publications available in the field. All resources listed are available in the WKU Cravens Library.

### *Journals (Non Circulating)*

Artforum International. New York: Artforum International Magazine, 1982 - present.

Parkett. Zürich: Parkett Verlag, 1984 - present.

Sculpture. Washington, DC: International Sculpture Center, 1987 - present.

### *Books*

Beardsley, John. Earthworks and Beyond: Contemporary Art in the Landscape. New York: Abbeville Press, 2006.

Benjamin, Andrew. Installation Art. London: Academy Group, 1993.

Cabanne, Pierre. Dialogues with Marcel Duchamp. New York, Viking Press, 1971.

Childs, Nicky and Jeni Walwin. A Split Second of Paradise: Live Art, Installation and Performance. London: River Oram Press, 1998.

Davies, Hugh Marlais. Blurring the Boundaries: Installation Art. Sand Diego: Museum of Contemporary Art, 1997.

Fineberg, Jonathan David. Christo and Jeanne-Claude: on the Way to The Gates, Central Park, New York City. New Haven: Yale University Press, 2004.

Goldberg, RoseLee. Performance Art: From Futurism to the Present. New York: H.N. Abrams, 1988.

Harper, Glenn and Twylene Moyer. Conversations on Sculpture. Seattle: University of Washington Press, 2007.

Harper, Glenn and Twylene Moyer. A Sculpture Reader: Contemporary Sculpture Since 1980. Seattle: University of Washington Press, 2006.

Kellein, Thomas and Jon Hendricks. Fluxus. New York: Thames and Hudson, 1995.

London, Barbara J. Video Spaces: Eight Installations. New York: Harry N. Abrams, 1995.

McEvelley, Thomas. Sculpture in the Age of Doubt. New York: Allworth Press, 1999.

Mondloch, Kate. Screens: Viewing Media Installation Art. Minneapolis: University of Minnesota Press, 2010.

O'Doherty, Brian. Inside the White Cube: The Ideology of the Gallery Space. Santa Monica: Lapis Press, 1986.

Ravenal, John B. Outer & Inner Space: Pipilotti Rist, Shirin Neshat, Jane & Louise Wilson, and the History of Video Art. Seattle: University of Washington Press, 2002.

Schwarz, Arturo. The Complete Works of Marcel Duchamp. New York, H.N. Abrams, 1970.

Senie, Harriet. Contemporary Public Sculpture: Tradition, Transformation and Controversy. New York: Oxford University Press, 1992.

Simon, Joan. Ann Hamilton. New York: Harry N. Abrams, 2002.

Sudenburg, Erika. Space, Site, Intervention: Situating Installation Art. Minneapolis: University of Minnesota Press, 2000.

Tisdall, Caroline and the Solomon R. Guggenheim Museum. Joseph Beuys. New York: Thames and Hudson, 1979.

Proposal Date: August 19, 2014

**Potter College of Arts & Letters  
School of Journalism & Broadcasting  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Dr. Victoria LaPoe, victoria.lapoe@wku.edu, cell 502-500-8472

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: SJB 310

1.2 Course title: Media Diversity

1.3 Abbreviated course title: Media Diversity

1.4 Credit hours: 3 Variable credit (yes or no) no

1.5 Grade type: Standard grade

1.6 Prerequisites/corequisites: none

1.7 Course description:

Explores journalistic coverage of diversity in terms of race, culture, gender, and sexual orientation including newspaper, radio, television, film, video games, digital media, advertising, and public relations.

2. Rationale:

2.1 Reason for developing the proposed course:

Currently, diversity is piecemealed throughout a few courses within SJ&B at the discretion of the professor. The School of Journalism & Broadcasting does not offer a standalone course focused solely on diversity. As part of the school's accreditation, diversity must play a critical role within our curriculum. As the school moves forward to an accreditation visit next year, this is a course that is greatly needed to fit a potential need within accreditation.

This course will add to SJ&B's curriculum by allowing students to investigate and discuss diversity in terms of their career, an essential element of their education and professional development. It is essential to have this type of course within our curriculum so that diversity may be truly investigated, researched, and discussed within a classroom setting. It is also essential to have a diversity course within a school of journalism, as being inclusive is a must to be an effective and ethical journalist. The more aware students become of the potential of diversity in sourcing and content, the greater the chance they will become inclusive in their reporting as professionals. Historically mainstream journalism has failed to accurately cover issues salient to nonwhites. With changing demographics across the country and expected cultural friction as institutional representation should change to reflect these changes, it is especially important now to arm our students with the knowledge required to accurately cover diversity issues.

2.2 Projected enrollment in the proposed course: 20 +

Based on the current enrollment and interest after offering this course for the first time online in the summer of 2014 20 + students appears fitting for this course.

The Institute for Citizenship & Social Responsibility's director also has expressed interest in listing the course as an elective in the Minor in Social Justice.

- 2.3 Relationship of the proposed course to courses now offered by the department: While some courses in SJ&B touch on diversity issues, currently there are no courses exclusively focused on diversity and media. This course will provide students an in-depth study and exploration of diversity issues within the media. The courses which currently include the discussion of diversity are BCOM 335, and BCOM 365. BCOM 335 is a news discovery and selection course (primarily juniors and seniors); the professor discusses how to be inclusive when covering some minority audiences. In BCOM 365, television reporting and producing (also primarily juniors and seniors), diversity is also discussed as students decide how to report and produce current event stories. SJB 103 is expected to include a diversity element. This digital storytelling course will be taught for the first time next semester. The professors plan to introduce diversity at the freshman level and discuss it tied to ethics. However, for all of the above courses, it is on the professor to include diversity; there is not a specific course currently in the school focus on the many facets of diversity and the growing opportunity of producing content for ethnic media.
- 2.4 Relationship of the proposed course to courses offered in other departments: Although some courses at WKU discuss diversity and some issues related to SJB 310, no courses develop, from a journalistic point of view the societal tensions resulting from inaccurate and biased media coverage of nonwhites to the extent that this course does. Incorporating knowledge from Wilson et al. (2013) and Entman (2001), among others, this course will discuss how mainstream media helped shape and reinforce negative stereotypes of nonwhites and then explore the minority presses that emerged to counteract the false information disseminated by mainstream news. While this course will focus on several different facets of media diversity and ethnic media, it will compliment courses in African American studies such as AFAM 190: African American Experience, AFAM 358 or 359: Blacks in American History to 1877/Since 1877, AFAM 377: African American Folklife, and AFAM 393: African American Literature. It will also compliment courses in the departments of anthropology and folk studies and sociology such as FLK 280 Cultural Diversity in the U.S., FLK 281 Roots of Southern Culture, FLK 340 Peoples and Cultures of Latin America, FLK 345 Native Americans, FLK 350 Peoples and Cultures of Africa, FLK 371 Urban Folklore, FLK 373 Folklore and the Media, FLK 377 African American Folklife, SOCL 245 Sociology of Popular Culture, SOCL 260 Race and Ethnic Relations, SOCL 304 Sociological Theory: Perspectives on Society, SOCL 350 Systems of Social Inequality, SOCL 355 Sociology of Gender, SOCL 359 Sexuality and Society, SOCL 452 Social Change, SOCL 466 Gender, Family & Society, and SOCL 470 Environmental Sociology. The university has also launched a new major in Diversity and Community Studies, which this course may benefit. These courses approach diversity from either a historical or a critical cultural point of view while this course will approach diversity from an information transmission point of view that highlights the effects of the intersections of diversity, politics, and media.



- 2.5 Relationship of the proposed course to courses offered in other institutions:  
Many institutions offer similar courses. Comparable courses include:

Bowling Green State University. JOUR 4550. *Diversity Issues in the Media*(3). Fall. Focus on the news media image of racial and ethnic minorities and the image of women and other underrepresented social groups. Exploration of the extent to which discrimination and prejudice function within news media industries in terms of employment opportunities and how news coverage perpetuates stereotypes of women, people of color and other underrepresented social groups. Open to nonmajors.

James Madison University. SMAD 101, *Introduction to Media Arts and Design* The course discusses how media have evolved in this country, the finances of the media, media stereotypes of individuals and groups, media ethics, and briefly compares international media. Students are exposed to minority voices such as Frederick Douglass (editor of the North Star), Robert Abbott (publisher of the Chicago Defender), Mary Ann Shadd Cary (the first black female newspaper publisher in North America), Helen Gurley Brown (editor of Cosmopolitan), David Goldstein (publisher of The Advocate), Margaret Cho (a prominent comedian supportive of LGBT rights), and many other media figures who have explored issues of diversity.

University of Southern Mississippi 445 (upper level undergraduate course) *Sources of Information for a Multicultural Society*. 3 hrs. Overview of the diversity of information resources available in print and other media for a multicultural society and the diversity of information utilization by that society.

New York University. *Journalism & Society: Minorities in the Media* V54

Louisiana State University. *Minorities and Media*. MC 3333

Virginia Commonwealth University, *Minorities and the Mass Media* MASC 474

Pennsylvania State University, *Women, Minorities, and the Media*, COMM 205/WMNST 205 (Joint Programs Credit)

University of Wisconsin, *Mass Media and Minorities*, Journalism 662

3. Discussion of proposed course:

3.1 Schedule type: L-Lecture

3.2 Learning Outcomes:

By the end of the course a student should be able to:

- Discuss and understand histories of minorities and their representations in media in the United States, a pluralistic society, are pivotal contributors to our social fabric
- Analyze the intersections and interactions of multiculturalism and media
- Critically evaluate media on representations of minority groups and exclusion (and sometimes inclusion) of minority populations and how this process impacts society
- Observe understand, analyze, and respond to images and messages undergirded by multiculturalism

3.3 Content outline:

Module 1: Minorities and Media

Module 2: The Other

Module 3: Racism and Sexism in American Entertainment

Module 4: Racism and Sexism in Public Communications

Module 5: Marketing and Public Relations Case Studies

Module 6: Overcoming Race and Gender Insensitive in Media

Module 7: Diversity that Works

3.4 Student expectations and requirements:

Students will be required to complete a series of readings for each course module. In addition, students will write reading responses for each module. Students will also be required to provide current event news examples related to each module. The reading responses and current event examples will help facilitate a fruitful discussion for each module. Group presentations may also be assigned.

3.5 Tentative texts and course materials.

Wilson II, C. C., Gutiérrez, F., & Chao, L. (2013). *Racism, sexism, and the media: Multicultural Issues into the New Communications Age*, Sage, 4<sup>th</sup> edition.

4. Resources:

4.1 Library resources: sufficient

4.2 Computer resources: None

5. Budget implications:

5.1 Proposed method of staffing: Current staffing is sufficient. However, if course demand and program enrollment grow as we hope, the School might need to request an additional faculty line to help support the growth.

5.2 Special equipment needed: Available equipment is adequate

5.3 Expendable materials needed: None required

5.4 Laboratory materials needed: None required

6. Proposed term for implementation: 2015(20)

7. Dates of prior committee approvals:

SJ&B Curriculum Committee

9/23/2014

School of Journalism & Broadcasting

9/26/2014

PCAL Curriculum Committee

11/6/2014

Undergraduate Curriculum Committee

**12/9/2014**

University Senate

Proposal Date: Oct. 13<sup>th</sup>, 2014

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Ke Peng [ke.peng@wku.edu](mailto:ke.peng@wku.edu) (270) 745-5694

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: CHIN108
- 1.2 Course title: Chinese Calligraphy
- 1.3 Abbreviated course title: Chinese Calligraphy  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (yes or ☐no)
- 1.5 Grade type: Standard Letter grade
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: This skill-oriented course involves hands-on activities to familiarize students with the key techniques for traditional Chinese calligraphy. Taught in English.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
This course is not a Chinese language course, but a culture course designed for students who may have no prior knowledge of Chinese but would like to explore Chinese cultural products and practices. We have received a lot of student requests after we repeatedly offered it as a student organization activity in the past three years. This course familiarizes students with the key concepts and techniques for learning calligraphy that have been taught over the centuries in China, Japan and Korea. Studying Chinese calligraphy is as much a physical exercise as a mental meditation, which emphasizes the control of breath and posture, and movement of the body, shoulder, arm and hand. The well-written characters are the result of achieving balance. This skill-oriented course helps students explore Chinese culture through hands-on activities and group discussion. Ultimately, we would like to propose to add this course to the explorations of WKU Colonnade Program after it is approved by UCC with the aim to introduce students to discipline-specific concepts and practices that provide a variety of ways to know and understand the world.
- 2.2 Projected enrollment in the proposed course:  
20-25 every semester, since this is not a language course and no prior knowledge of Chinese is required, we expect to attract a great number of freshmen that are interested in Chinese culture.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
The proposed course will NOT count among the core courses or electives for the Chinese major and minor, however, it will help build the foundation for

Chinese/Japanese/Korean character learning and contribute to the long-term character/script retention and ultimately literacy in these languages.

- 2.4 Relationship of the proposed course to courses offered in other departments:  
The course involves an enormous amount of practice and some discussions in a cultural context related to Buddhism, Confucianism and Daoism in Asian society, and complements courses such as RELS 302 Buddhist Religious Traditions, RELS 308 East Asian Religious Traditions, RELS 317 Confucianism, RELS 318 Daoism, HIST 461 Modern East Asia, and HIST 471 Modern China. It will be of particular interest to students with majors in Art, Asian Religions and Cultures, History, and Folk Studies and Anthropology.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
Emory University offers Chinese Calligraphy CHN/JPN/EAS 210 and Chinese Writing Systems in Asia (Chinese/East Asian Studies/Linguistics 235). South Florida State University also offers CHIN280 Chinese Calligraphy to examine Chinese character formation and evolution.

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

3.1 Schedule type: L

3.2 Learning Outcomes:

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

- to master the key concepts and techniques for Chinese calligraphy through hands-on practices;
- to interpret human experience through language and image;
- to identify the origins, evolution and configuration of Chinese characters;
- to demonstrate the characteristics of the Official Script by focusing on the basic strokes and forms of written Chinese characters
- to use Chinese “Four Treasures of the Study,” brush, ink-stick, rice paper, and ink-stone;
- to imitate the words selected from the calligraphy copybook of Yan Zhenqing (709-785) with clear knowledge and demonstration of strokes and structures;
- to appreciate and distinguish various styles performed by great calligraphers in ancient China, including Wang Xizhi (303-361), Ouyang Xun (557-641), and Liu Gongquan (778-865);
- to keep a balanced posture and concentrate on the movement of the brush ;
- to identify the connection of traditional Chinese calligraphy with other modern art forms, writing mediums, and computer graphic design.

3.3 Content outline:

Topics covered in this course include:

- The study of stone tablets from the Han/Tang dynasties
- Pick a favorite tablet (stele) to study
- Main features of Official Script
- Historical background of each model tablet
- Analysis of individual strokes in each model tablet
- Structural analysis of each model tablet
- Copy and practice up to 10 characters in each model tablet



Proposal Date: Oct. 13<sup>th</sup>, 2014

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Create a New Course in Chinese**

**Contact Person:** Ke Peng [ke.peng@wku.edu](mailto:ke.peng@wku.edu) (270) 745-5694

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: CHIN 370
- 1.2 Course title: Introduction to Modern Chinese Literature and Film
- 1.3 Abbreviated course title: CHIN Lit & Film
- 1.8 Credit hours: 3                      Variable credit (yes or ☐)
- 1.4 Type of course: L
- 1.5 Grade type: Standard Letter grade
- 1.6 Prerequisites: Completion of one CHIN 300-level course
- 1.7 Course catalog listing: Students will learn about modern China and Chinese people through contemporary literature and film in this course.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

The course provides a response to the growing number of students who want to continue their study of Chinese and those who want to pursue a major in Chinese. The last three academic years (2011-2014) witnessed tremendous growth of Chinese programs in the region. Twelve high schools with over 500 students took Chinese through WKU Confucius Institute (CI) and 95 of these high school students were enrolled in WKU Dual Credit Chinese this academic year. At the same time, Over 40 WKU students declared Chinese as their major after the official approval of the Chinese major in January 2014. Therefore, we expect a great need for upper level courses. Students majoring or minoring in Chinese are expected to discuss and debate cultural situations of the contemporary Chinese-speaking world. This course will enable students to learn from reading literature and watching films, and to function independently in increasing language proficiency and Chinese cultural proficiency, as well as in improving their proficiency in language.
- 2.2 Projected enrollment in the proposed course: 10-15 every other year.

This course will be an elective course for the Chinese major and minor. While the initial offering in fall 2015 will have a smaller enrollment, because of the language and cultural functions practiced in the course, we expect subsequent offerings to reach 10-15 as the Chinese major becomes more established. Students taking this course may come from the program's own 300 level sequence or may have started their studies in the Chinese Flagship program. Heritage speakers may also take this course with additional requirements such as papers and projects.
- 2.3 Relationship of the proposed course to courses now offered by the department:

This course builds on the third-year Chinese courses offered in the department.

- The proposed course will count among the electives for the Chinese major and minor. It will be one of the elective courses for Chinese majors.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
The course involves an enormous amount of discussion and number of presentations in a cultural context related to Chinese society and film studies, and complements courses such as FILM 369 Introduction to World Cinema, FILM 469 Topics in World Cinema, PS 450 Chinese Politics, HIST 471 Modern China, and HIST 615 Seminar: Chinese State Society and Culture. It will be of particular interest to students with majors in Film Studies, Asian Religions and Cultures, International Affairs, and Folk Studies and Anthropology.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
The University of Louisville (UL) offers coursework in Chinese and a Chinese minor. The University of Kentucky (UK) offers a completely articulated Chinese major and minor program. Of these two institutions, only UK offers a similar course (CHI 321 Introduction to Contemporary Chinese Film) with focus on Chinese cinema. In the proposed course, a number of contemporary Chinese films will also be screened, but original works from major Chinese writers in the twentieth century will also be selected and discussed to help students to become critical thinkers and independent learners.

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

- 3.1 Schedule type: L
- 3.2 Learning Outcomes:  
Upon successful completion of this course, students will be able to discuss and debate some of the economic, political, social and cultural situations of the contemporary Chinese-speaking world through modern Chinese literature and film. Additionally, students will become effective managers of their own learning so that they will be able to learn from reading literature and watching films, and function independently in Chinese culture in their future professional pursuits.
- 3.3 Content outline: Students will learn about modern China and Chinese people by reading or watching stories. From everyday life stories taken place in the courtyards to well-known authors' short speeches, from fifth-generation films on rural China to contemporary documentaries of urban culture, the textual and visual materials will help students to understand and discuss the profound social transformations in modern and contemporary China. The first half of the course will focus on discussing and debating the issues raised by three major films of the 1990's paired with readings that explore similar topics. In the second half of the course, the focus will be shifted to modern Chinese literature materials in order to expand the range of students' literature vocabulary to include more formal uses that often draw on sentence patterns, expressions and idioms from classical Chinese.
- 3.4 Student expectations and requirements: In addition to the final performance, requirements will typically include active participation in curricular activities, completion of homework assignments, film presentations, quizzes and group discussions.

- 3.5 Tentative texts and course materials:
- Chih-p'ing Chou. (2004). The silhouette of China: Readings in contemporary Chinese films . 中国侧影:当代中国电影选读.Princeton University Press.
  - Chih-p'ing Chou. (2011). Anything Goes: An Advanced Reader of Modern Chinese. 无所不谈：现代汉语高级读本. Princeton University Press.
  - Qin-Hong Anderson. (2004). Masterworks Chinese Companion: Expressive Literacy Through Reading and Composition. Cheng & Tsui Company: Boston.

**4. Resources:**

- 4.1 Library resources: adequate  
4.2 Computer resources: adequate

**5. Budget implications:**

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

**6. Proposed term for implementation:** Fall 2015

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

Modern Languages Department/Division:	<u>10/21/2014</u>
PCAL Curriculum Committee	<u>11/06/2014</u>
Undergraduate Curriculum Committee	<u>12/9/2014</u>
University Senate	<u></u>

**Attachment:** Library Resource Form



Proposal Date: April 10, 2014

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

Contact Person: Ke Peng, [ke.peng@wku.edu](mailto:ke.peng@wku.edu), 745-5694

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: CHIN 389
- 1.2 Course title: Internship in Chinese
- 1.3 Abbreviated course title: Internship in Chinese  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1-3 Variable credit (yes)
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites/corequisites: Permission of the program advisor
- 1.7 Course description: Supervised work using Chinese in a professional setting.  
Only open to Chinese majors or minors. Can be repeated for up to six credit hours.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
This course will support students who choose to gain work experience using their Chinese skills. An increasing number of regional companies seek employees who bring knowledge of a foreign language as one of their job skills. The proposed course will encourage students to seek language-related work experience while still a student, and will make graduates of the Chinese program more competitive on the job market.
- 2.2 Projected enrollment in the proposed course: Based on comparison with similar programs in other languages, we anticipate 1-2 students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: Similar internship courses are available in Arabic, French, German and Spanish. This course supports other Chinese courses by encouraging students to apply the language and culture skills gained in those courses to their professional development.
- 2.4 Relationship of the proposed course to courses offered in other departments: Internship (cooperative education) courses are offered in departments such as Agriculture, Engineering, Communication, Computer Science and Folk Studies. The proposed course is different from these in that the student will participate in an internship experience that requires the use of his/her foreign language skills.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Credit for a supervised internship in a variety of disciplines is offered at the University of Kentucky, Murray State University, Morehead University, Eastern Kentucky University, Northern Kentucky University and University of Louisville.

**3. Discussion of proposed course:**

- 3.1 Schedule type: N

- 3.2 Learning Outcomes:
- Students will gain a real sense of how their Chinese language skills can be valuable to employers.
  - Students will learn to apply their communication skills in professionally demanding environments.
  - Students will have a better appreciation of career opportunities for Chinese speakers.
- 3.3 Content outline:
- Under the direction of a Modern Languages faculty member and supervisor from a cooperating organization, the student will apply his/her knowledge of Chinese to practical assignments of value to the employer.
  - The student will compose an essay in Chinese on their application of the language and culture to their work experience.
- 3.4 Student expectations and requirements: Upon applying to enroll in an internship course in Chinese, the student will review the policies and regulations for cooperative education from the Career Services Center. The student will complete a learning plan with the approval of the Modern Languages faculty member and a supervisor from the cooperating organization. The supervisor from the cooperating organization will evaluate the student's work performance. At the end of the work assignment, the student will submit a final report from the supervisor and an essay of the student's own composition about their application of language and culture expertise to their work. The faculty member will assign a grade based on the supervisor's report and the student's essay. The internship will consist of at least 50 hours of work for each credit hour.
- 3.5 Tentative texts and course materials: Will vary based on the work experience.

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: A Modern Languages faculty member will oversee and evaluate the student's internship.
- 5.2 Special equipment needed: None.
- 5.3 Expendable materials needed: None.
- 5.4 Laboratory materials needed: None.

**6. Proposed term for implementation:** Fall 2015

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

Department of Modern Languages  
Potter College Curriculum Committee  
Undergraduate Curriculum Committee  
University Senate

April 15<sup>th</sup>, 2014

11/06/2014

12/9/2014

Proposal Date: Oct. 13<sup>th</sup>, 2014

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Ke Peng [ke.peng@wku.edu](mailto:ke.peng@wku.edu) (270) 745-5694

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: CHIN450
- 1.2 Course title: Reading Chinese Classics
- 1.3 Abbreviated course title: Reading Chinese Classics  
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (yes or ☒no)
- 1.5 Grade type: Standard Letter grade
- 1.6 Prerequisites/corequisites: Completion of two CHIN 300-level courses
- 1.7 Course description: Students will read excerpts of Chinese Classics to develop in-depth understanding of Chinese values and traditions in cultural context.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
The course provides a response to the growing number of Chinese majors at WKU. Over 40 WKU students declared Chinese as their major after the official approval of the Chinese major in January 2014. The biggest challenge our Chinese majors face at the intermediate and advanced level is reading classical Chinese, as it not only entails cultural values used in subtle contexts, but also involves formal Chinese language or Classical Chinese. This course will help students to become independent and strategic readers of Chinese.
- 2.2 Projected enrollment in the proposed course:  
10-15 every other year. This course will be part of the regular curriculum for the Chinese major. While the initial offering in fall 2015 will have a smaller enrollment, because of the language and cultural functions practiced in the course, we expect subsequent offerings to reach 10-15 as the Chinese major becomes more established. Students taking this course may come from the program's own 300 level sequence or may have started their studies in the Chinese Flagship program. Heritage speakers may also take this course with additional requirements such as papers and projects.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
This course builds on the third-year Chinese courses offered in the department. The proposed course will count among the electives for the Chinese major and minor. It will be one of the selective courses for Chinese majors.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
The course involves an enormous amount of discussion and number of presentations in a cultural context related to Chinese society, and complements courses such as RELS 317 Confucianism, RELS 318 Daoism, HIST 461 Modern

East Asia, HIST 471 Modern China, HIST 615 Seminar: Twentieth-century China, and HIST 615 Seminar: Chinese State Society and Culture. It will be of particular interest to students with majors in Chinese, Asian Religions and Cultures, International Affairs, and Folk Studies and Anthropology.

- 2.5 Relationship of the proposed course to courses offered in other institutions:  
The University of Louisville (UL) offers coursework in Chinese and a Chinese minor. The University of Kentucky (UK) offers a completely articulated Chinese major and minor program. Of these two institutions, only UK offers a similar course at the graduate level (CHI 511: Literary Chinese). Our proposed course focuses on Chinese classics with the attention to cultivate deep interpretation of Chinese values and traditions in cultural context.

Similar to our proposal, the University of Washington offers coursework in first year/second year Classical Chinese as well as Studies in Chinese literature and History of Chinese literature in 2014. Emory University offers a Chinese Literature in Early and Imperial China and courses such as Confucian Classics, Daoism texts and Chinese Buddhism. Emory University offers a completely articulated heritage and non-heritage track Chinese programs. Both of these institutions have one or two courses to accommodate various levels and amount of foreign language and literature courses. Additionally, New York University offers course EAST-UA 722 Readings in Chinese Philosophy and Culture, which starts with *Analects*.

### 3. Discussion of proposed course:

- 3.1 Schedule type: L

- 3.2 Learning Outcomes:

Upon successful completion of this course, students will become familiar with traditional Chinese values and practices through reading Chinese classics. After teacher modeling, guiding practice and independent practice, student will become independent and strategic readers of Chinese.

- 3.3 Content outline:

Students will explore Chinese values and traditions by reading excerpts of four Chinese classics. From Confucius classic text the *Analects* and the *Three Character Classic*, and the Buddhism classic text *Dizigui* to the mythic geography *the Classic of Mountains and Seas*, students will be able to understand and discuss the profound values and traditions that permeate almost all cultural practices in Chinese-speaking regions.

- 3.4 Student expectations and requirements:

In addition to the final project, requirements will typically include active participation in curricular activities, completion of homework assignments, weekly presentations, quizzes and group discussions.

- 3.5 Tentative texts and course materials:

- Yinglin Wang and Phebe Xu Gray. (2011). *The Three Character Classic: A Bilingual Reader of China's ABCs* (Chinese and English Edition).
- Anne Birrell. (2000). *The Classic of Mountains and Seas*.
- *The Analects*. Open source materials available online.

- Dizigui- A guide to a happy life. Open source materials available online.

**4. Resources:**

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

**5. Budget implications:**

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

**6. Proposed term for implementation:** Fall 2015

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

Modern Languages Department/Division:

10/21/2014

PCAL Curriculum Committee

11/06/2014

Professional Education Council (if applicable)

N/A

General Education Committee (if applicable)

N/A

Undergraduate Curriculum Committee

12/9/2014

University Senate

**Attachment:** Library Resources Form

Proposal Date: 10-24-2014

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

Contact Person: Scott Stroot, scott.stroot@wku.edu, (270) 745-6290

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: THEA 341
- 1.2 Course title: Culture and Performance
- 1.3 Abbreviated course title: Culture and Performance
- 1.4 Credit hours: 3                      Variable credit: no
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: Survey of world theatre exploring how the aesthetics of theatrical performance reflect and influence cultural and social norms across world cultures, both historically and in current practice.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Culture and Performance is designed to offer students an understanding of the complex, reciprocal relationship between performances and the broader cultures in which they are created and performed. It will focus on the ways in which performances reflect and respond to the world around them, and how they, in turn, shape or re-shape that world. It will be appropriate to students interested in becoming more critical, analytical consumers of performance, as well as those interested in using performance to bring about social change. While these topics may be touched upon in other Theatre & Dance department classes, this proposed course allows the students and teacher to delve deeply into questions that are becoming increasingly important in our globalized society. We envision this course as serving both our own majors *and* the general WKU student population.
- 2.2 Projected enrollment in the proposed course: At the outset we would like to cap the course at no more than 20 students per section, and offer no more than one section of the course per year. If under those circumstances the course proves viable then we would consider responding to demand and offering more sections per academic year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course builds upon the work done in Theatre Appreciation, but it is distinctly different from that lower-division course. Theatre Appreciation focuses on helping students become engaged, informed audience members for plays and musicals by focusing on aspects of theatre history as well as production practices. Culture and Performance takes the next step, asking students to think about how production and dramaturgical choices in a range of performance forms interact with and make a difference in the larger world. This course is also intended to be the theatre

equivalent to our upper division “aesthetics” course for dance majors; *DANC 360: Dance in Culture*.

- 2.4 Relationship of the proposed course to courses offered in other departments: There are currently no courses in the WKU catalog emphasizing world theatre traditions offered by another WKU department.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Colleges and universities commonly offer courses that examine connections between theatrical performance and cultural and social structures. The University of Kentucky offers THEA 286: Social Action Theatre as well as THEA 587: Gender and Performance. The University of Louisville offers TA 326: Cultural Diversity in Performance that focuses on the influence of works by minority playwrights, while Northern Kentucky University offers TAR 348: Theatre History and Society as a class designed for non-majors focusing on the interplay between dramatic works and social structures.

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

3.1 Schedule type: S

3.2 Learning outcomes: students successfully completing this course will be able to demonstrate an appreciation of:

- How performing artists in specific social and cultural contexts have used theatrical performance to define and/or challenge social norms and ideas of selfhood and citizenship.
- How theatrical performance has been used in specific cultural contexts to either promote social cohesion or encourage civic engagement and dissent.
- How the theatrical performance been and can be used as a means of identifying and addressing social and cultural problems.

3.3 Content outline:

While adhering to the general learning outcome goals listed above, the exact content & progression of any given section of this course will depend on the preferred approach of individual instructors. What follows is by way of example only, and is included here to provide some insight into how a section of this course might be plotted out:

- Unit 1 – Theatre as Community Ritual: This unit will examine how theatre has been used a ritual to define community and reinforce religious and political systems in different cultures and societies.
- Unit 2 – Theatre and the State: This unit will look at how theatre has been used to promote and define civic virtues and to support specific political and social structures. Genres and periods examined may include Greek Tragedy, Renaissance Theatre in England, and 20<sup>th</sup> century Beijing Opera.
- Unit 3 – Theatre as Popular Entertainment: This unit will examine how “popular” theatre can implicitly and explicitly support or undermine accepted values. It will particularly examine how theatre can shape perception of social roles including those related to gender, race and class. Genres examined may include Commedia dell’Arte, Kabuki, melodrama, minstrel shows and musical theatre.
- Unit 4 – Theatre for Social Change: This unit will look at texts and performance strategies geared specifically towards bringing attention to social

ills or encouraging civic engagement. This unit will examine movements such as social realism, epic theatre, documentary theatre and Boal's Theatre of the Oppressed.

3.4 Student expectations and requirements: Students will be assessed on a variety of written assignments, with an emphasis on analysis, research and critical thinking. These assignments will include at least one performance response to a live production, video or dramatic text. Students will also be assessed through quizzes and exams.

3.5 Tentative texts and course materials: Again, which course materials to employ is a decision that will ultimately be left up to individual instructors; What follows is by way of example only, and is included here to provide some insight into sort of texts available:

- Greenwald, Michael, Shultz, Roger, and Roberto Dario Pomo, eds.. Longman Anthology of Drama and Theatre: The Global Perspective. New York: Longman, 2002. Print.

**4. Resources:**

4.1 Library resources: Existing resources are sufficient.

4.2 Computer resources: Existing resources are sufficient.

**5. Budget implications:**

5.1 Proposed method of staffing: Current staffing is adequate. Several faculty members within the department are qualified to teach the course and have expressed an interest in offering it. We envision the teaching duties rotating among a handful of faculty. If demand rises appreciably, adjunct instructors could also be used.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2015

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

Department of Theatre and Dance

8/20/14

Potter College Curriculum Committee

\_11/6/2014\_\_\_\_\_

Undergraduate Curriculum Committee

\_12/9/2014\_\_\_\_\_

University Senate

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Proposal Date: September 15, 2014

**Potter College of Arts & Letters  
Department of History\_  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Richard Weigel, [Richard.Weigel@wku.edu](mailto:Richard.Weigel@wku.edu), 5-5724

- 1. Identification of program:**
  - 1.1 Current program reference number: 592
  - 1.2 Current program title: Social Studies
  - 1.3 Credit hours: 60
  - 1.4 On-line delivery %: 40-50 % (varies by semester)
- 2. Identification of the proposed program changes:** adding additional course options
- 3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
The major in social studies requires a minimum of sixty hours and leads to a bachelor of Arts degree. Students completing this major may be certified in social studies. (pages 75-76 of current WKU catalog)	The major in social studies requires a minimum of sixty hours and leads to a bachelor of Arts degree. Students completing this major may be certified in social studies.

Current Program					Proposed Program			
Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
HIST	101	World History to 1500	3		HIST	101	World History to 1500	3
	102	World History sn 1500	3			102	World History sn 1500	3
	240	U.S. to 1865	3			240	U.S. to 1865	<b>3</b>
	241	U.S. sn 1865	3			241	U.S. sn 1865	3
	498	Senior Seminar	3			498	Senior Seminar	3
	300-400 level	(U.S. History)	3			300-400 level	(U.S. History)	3
	300-400 level	(Europe to 1648)	3			300-400 level	(Europe to 1648)	<b>3</b>
	300-400 level	(Europe since 1648)	3			300-400 level	(Europe since 1648)	<b>3</b>
	300-400	(Areas other than Europe or U.S.)	3			300-400-level	(Areas other than Europe or U.S.)	<b>3</b>

	level						
PS	110	Amer. Govt.	3		PS	110	Amer. Govt. <b>3</b>
	250 or 260	International or Comparative Politics	<b>3</b>			250 or 260	International or Comparative Politics <b>3</b>
	310, 316, 326, 327, 328, 370	Restricted Elective in U.S. Politics	<b>3</b>			310, 316, 326, 327, 328, <b>357</b> , 370, <b>373</b> , or <b>435</b>	Restricted Elective in U.S. Politics <b>3</b>
GEOG	<del>101</del> 110	<del>Human Geography</del> World Regional Geography	3		GEOG	110	World Regional Geography <b>3</b>
	350, 360, 425, or <del>430</del>	Restricted Electives	3 3			<b>330, 350,</b> <b>360, 364,</b> <b>378, 425,</b> <b>465, 466,</b> <b>or 467</b>	Restricted Electives <b>3</b> <b>3</b>
ECON	202	Microeconomics	3		ECON	202	Microeconomics <b>3</b>
	203	Macroeconomics	3			203	Macroeconomics <b>3</b>
ANTH	120	Cultural Anthropology	3		ANTH	120	Cultural Anthropology <b>3</b>
PSY	100	Gen. Psychology	3		PSY	100	Gen. Psychology <b>3</b>
SOCL	100	Intro. Sociology	3		SOCL	100	Intro. Sociology <b>3</b>
TOTALS		Credit Hours	60		TOTALS		Credit Hours <b>60</b>

Changes are to be in **BOLD** on both sides of the table. Please do not highlight or use different color font.

- Rationale for the proposed program change:** To provide additional options of courses basic to the program. We propose removing GEOG 101 Human Geography, which is no longer taught, and substituting GEOG 330 Introduction to Cultural Geography for GEOG 430, which was previously Cultural Geography and is now Topics in Cultural Geography, and adding GEOG 364 Europe, 378 Food, Culture, and Environment, 465 Asia, 466 Africa, and 467 Middle East as options in Geography. As options in Political Science, we

propose adding PS 357 U.S. Foreign Policy, 373 Minority Politics, and 435 American Political Thought.

**5. Proposed term for implementation and special provisions (if applicable):** Spring 2015

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

History Department: 10/20/14

Potter College Curriculum Committee 11/06/14

Professional Education Council 11/12/14

Undergraduate Curriculum Committee 12/9/2014

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

Proposal Date: September 3, 2014

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Revise A Program  
(Action Item)**

Contact Person: David DiMeo, [david.dimeo@wku.edu](mailto:david.dimeo@wku.edu), 270-745-6408

- 1. Identification of program:**
  - 1.1 Current program reference number: 609
  - 1.2 Current program title: Major in Arabic
  - 1.3 Credit hours: 36
- 2. Identification of the proposed program changes:**

Change to list of electives
- 3. Detailed program description:**

<p><b>CURRENT PROGRAM:</b> <b>Required core courses: (18 hours)</b></p> <ul style="list-style-type: none"><li>• ARBC 102 (3 hours) Elementary Arabic II</li><li>• ARBC 201, 202 (6 hours) Intermediate Arabic I &amp; II</li><li>• ARBC 301, 302 (6 hours) Advanced Arabic I &amp; II</li><li>• <del>ARBC 321 (3 hours) Colloquial Arabic</del></li></ul> <p><b>Elective Courses (18 hours):</b> <del>At least six courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the six courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g., courses in Arabic history, philosophy, and/or religion), only with permission of the program advisor. Students may choose from the following elective courses: Arabic language courses—ARBC 322, 323, 324, 435, 437, 438, 455; Courses on Arabic studies delivered in English—HIST 462, GEOG 467, PS 365, RELS 306, 311, 320, or other courses with permission of the program advisor (maximum 6 hours).</del></p>	<p><b>PROPOSED PROGRAM:</b> <b>Required core courses: (18 hours)</b></p> <ul style="list-style-type: none"><li>• ARBC 102 (3 hours) Elementary Arabic II</li><li>• ARBC 201, 202 (6 hours) Intermediate Arabic I &amp; II</li><li>• ARBC 301, 302 (6 hours) Advanced Arabic I &amp; II</li><li>• ARBC 437 (3 hours) Advanced Media Arabic</li></ul> <p><b>Elective Courses (18 hours):</b> At least six other ARBC courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the six courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (HIST 462, GEOG 467, PS 365, RELS 306, 311, 320 or other courses with permission of the program advisor).</p>
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- 4. Rationale for the proposed program change:**

The revised wording more closely parallels that in other modern language majors: Spanish, French, German and Chinese. It will allow for additional ARBC electives to be included in the

program without requiring a separate program revision for each new course. For example, ARBC 306 (Experiencing Arabic Abroad), ARBC 389 (Internship in Arabic), and ARBC 499 (Advanced Studies in Arabic) did not exist when the program was originally approved. These courses were added in 2014 and this proposal would include them as electives for the major.

The proposal also replaces the course ARBC 321 (Colloquial Arabic) with ARBC 437 (Advanced

Media Arabic) as a required course. The former course requirement is often, but not always, fulfilled by an equivalent colloquial course taken by students in a study abroad setting. ARBC 437 is normally taken at WKU. ARBC 437 is also more closely connected to other ARBC electives, such as ARBC 438 (Topics in Arabic Media) and ARBC 322 (Translation) and thus more useful as a required core course.

5. **Proposed term for implementation and special provisions (if applicable): Spring 2015**
6. **Dates of prior committee approvals:**

Department of Modern Languages	<u>October 21, 2014</u>
Potter College Curriculum Committee	<u>November 6, 2014</u>
Professional Education Council (not applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>12/9/2014</u>
University Senate	<u></u>

Proposal Date: September 3, 2014

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Revise A Program  
(Action Item)**

Contact Person: David DiMeo, [david.dimeo@wku.edu](mailto:david.dimeo@wku.edu), 270-745-6408

- 1. Identification of program:**
  - 1.1 Current program reference number: 315
  - 1.2 Current program title: Minor in Arabic
  - 1.3 Credit hours: 30
- 2. Identification of the proposed program changes:**
  - Change to list of electives
- 3. Detailed program description:**

<p><b>CURRENT PROGRAM:</b> <b>Required core courses: (15 hours)</b></p> <ul style="list-style-type: none"><li>• ARBC 102 (3 hours) Elementary Arabic II</li><li>• ARBC 201, 202 (6 hours) Intermediate Arabic I &amp; II</li><li>• ARBC 301, 302 (6 hours) Advanced Arabic I &amp; II</li></ul> <p><b>Elective Courses (15 hours):</b> <del>At least five courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. Students may include among the five courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (e.g., courses in Arabic history, philosophy, and/or religion), only with permission of the program advisor. Students may choose from the following elective courses: Arabic language courses—ARBC 321, 322, 323, 324, 435, 437, 438, 455; Courses on Arabic studies delivered in English—HIST 462, GEOG 467, PS 365, RELS 306, 311, 320, or other courses with permission of the program advisor (maximum 6 hours).</del></p>	<p><b>PROPOSED PROGRAM:</b> <b>Required core courses: (15 hours)</b></p> <ul style="list-style-type: none"><li>• ARBC 102 (3 hours) Elementary Arabic II</li><li>• ARBC 201, 202 (6 hours) Intermediate Arabic I &amp; II</li><li>• ARBC 301, 302 (6 hours) Advanced Arabic I &amp; II</li></ul> <p><b>Elective Courses (15 hours):</b> At least five other ARBC courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. Students may include among the five courses up to six credit hours of 300- or 400-level courses delivered in English but related to Arabic studies (HIST 462, GEOG 467, PS 365, RELS 306, 311, 320 or other courses with permission of the program advisor).</p>
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- 4. Rationale for the proposed program change:**

The revised wording more closely parallels that in other modern language minors: Spanish, French, German and Chinese. It will allow for additional ARBC electives to be included in the program without requiring a separate program revision for each new course. For example, ARBC

306 (Experiencing Arabic Abroad), ARBC 389 (Internship in Arabic), and ARBC 499 (Advanced Studies in Arabic) did not exist when the program was originally approved. These courses were added in 2014 and this proposal would include them as electives for the minor.

**5. Proposed term for implementation and special provisions (if applicable): Spring 2015**

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

Department of Modern Languages	<u>October 21, 2014</u>
Potter College Curriculum Committee	<u>November 6, 2014</u>
Professional Education Council (not applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>12/9/2014</u>
University Senate	<u></u>

Proposal Date: October 13<sup>th</sup>, 2014

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Ke Peng, ke.peng@wku.edu, 270-745-5694

**1. Identification of program:**

- 1.1 Current program reference number: 624
- 1.2 Current program title: Major in Chinese
- 1.3 Credit hours: 36

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

- Include Chinese Flagship courses and other CHIN300- and 400- level courses as electives

**3. Detailed program description:**

CURRENT PROGRAM:	PROPOSED PROGRAM:
<p><b>Catalog description:</b> The proficiency-oriented Chinese major is built upon a student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Chinese culture and society, which prepares them to use Chinese proficiently in their professional endeavors. Thirty-six credit hours are required in this major. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is strongly recommended. A minor or second major is required. No course with a grade of “D” or below may be counted toward the major.</p>	<p><b>Catalog description:</b> The proficiency-oriented Chinese major is built upon a student-centered curriculum and standards-based assessments. It provides WKU undergraduates with extensive language training and in-depth study of Chinese culture and society, which prepares them to use Chinese proficiently in their professional endeavors. Thirty-six credit hours are required in this major. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge or courses taken with the Chinese Flagship Program (CHNF). Chinese Flagship students must have been admitted to or be in good standing in the Honors College. Study abroad is strongly recommended. A minor or second major is required. No course with a grade of “D” or below may be counted toward the major.</p>
<p><b>Required core courses: (24 hours)</b></p> <ul style="list-style-type: none"><li>• <del>CHIN 102 (3 hours) Elementary CHIN II</del></li><li>• <del>CHIN 201, 202 (6 hours) Intermediate Chinese I &amp; II</del></li><li>• <del>CHIN 301, 302 (6 hours) Advanced Intermediate Chinese I &amp; II</del></li><li>• <del>CHIN 320 (3 hours) Chinese Conversation and Composition</del></li><li>• <del>CHIN 333 (3 hours) Chinese Culture</del></li></ul>	<p><b>Required core courses (21-22 hours):</b></p> <ul style="list-style-type: none"><li>• CHIN 102 (3 hours) Elementary CHIN II – or – CHNF 101 (4 hours) Intensive Elementary Chinese I</li><li>• CHIN 201 (3 hours) Intermediate Chinese I –or – CHNF 102 (4 hours) Intensive Elementary Chinese II</li><li>• CHIN 202 (3 hours) Intermediate Chinese II – or – CHNF 201 (4 hours) Intensive</li></ul>



<p><b>and Civilization</b></p> <p><b>Elective courses (15 Hours):</b> At least five courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the five courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence) and six credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion), only after the student has completed 6 hours at 300-level and with permission of program advisor.</p> <p>Elective may chosen from the following: Chinese Language Courses-CHIN200-level courses other than 201/202 (3 hours maximum); <del>CHIN 318, 401, 402, 418, 420 (15 hours maximum)</del>; Study abroad- CHIN306 (maximum of 6 hours); Courses on Chinese Studies (delivered in English)-HIST 460, 461, 471; PS 366; RELS 308, 317, 318; or other courses with permission of program advisor (maximum of 6 hours).</p>	<p><b>Intermediate Chinese I</b></p> <ul style="list-style-type: none"> <li>• CHIN 301 (3 hours) Advanced Intermediate Chinese I – or – CHNF 202 (4 hours) Intensive Intermediate Chinese II</li> <li>• CHIN 302 (3 hours) Advanced Intermediate Chinese I (required for students not taking CHNF courses)</li> <li>• CHIN 401 (3 hours) Advanced Chinese I</li> <li>• CHIN 402 (3 hours) Advanced Chinese II</li> </ul> <p><b>Elective Courses (14-15 hours):</b> At least four Chinese or Chinese Flagship courses at the 300- or 400-level for a total (including the core courses) of 36 or more credit hours. Students may include among the five courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence) and six credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion), only after the student has completed 6 hours at the 300-level and with permission of program advisor.</p> <p>Elective may chosen from the following: Chinese Language Courses - CHIN200-level courses other than 201/202 (3 hours maximum); CHIN or CHNF 300- or 400-level courses; Study abroad- CHIN 306 (maximum of 6 hours); Courses on Chinese Studies (delivered in English) -HIST 460, 461, 471; PS 366; RELS 308, 317, 318; or other courses with permission of program advisor (maximum of 6 hours).</p>
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4. **Rationale for the proposed program change:**  
After the Chinese major proposal was approved, we created CHIN 306 (Experiencing Chinese Abroad) and CHIN 389 (Internship in Chinese), and we plan to add more Chinese courses as needed. We also received several requests from Chinese Flagship students who wanted to add a Chinese major. The changes made above will not only allow us to accommodate the needs of the Chinese Flagship students, but also give all Chinese majors the flexibility to elect any courses from the 300- and 400-level as practiced in other Modern Languages major programs such as French, German and Spanish.
5. **Proposed term for implementation and special provisions (if applicable): Spring 2015**
6. **Dates of prior committee approvals:**

Department of Modern Languages	<u><b>Oct. 21<sup>st</sup>, 2014</b></u>
Potter College Curriculum Committee	<u><b>11/06/2014</b></u>
Professional Education Council (not applicable)	<u><b>N/A</b></u>
Undergraduate Curriculum Committee	<u><b>12/9/2014</b></u>
University Senate	<u></u>

Proposal Date: October 13<sup>th</sup>, 2014

**Potter College of Arts & Letters  
Department of Modern Languages  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Ke Peng, ke.peng@wku.edu, 270-745-5694

**1. Identification of program:**

- 1.1 Current program reference number: 337
- 1.2 Current program title: Minor in Chinese
- 1.3 Credit hours: 30

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

- Include Chinese Flagship courses and other CHIN300- and 400- level courses as electives

**3. Detailed program description:**

CURRENT PROGRAM:	PROPOSED PROGRAM:
<p><b>Catalog description:</b> The minor in Chinese requires 30 credit hours. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge. Study abroad is strongly recommended. No course with a grade of “D” or below may be counted toward the minor.</p>	<p><b>Catalog description:</b> The minor in Chinese requires 30 credit hours. Some of the required course work may be accomplished through approved methods for demonstration of previous knowledge or courses taken with the Chinese Flagship Program (CHNF). Chinese Flagship students must have been admitted to or be in good standing in the Honors College. Study abroad is strongly recommended. No course with a grade of “D” or below may be counted toward the minor.</p>
<p><b>Required core courses: (18 hours)</b></p> <ul style="list-style-type: none"><li>• <del>CHIN 102 (3 hours) Elementary CHIN II</del></li><li>• <del>CHIN 201, 202 (6 hours) Intermediate Chinese I &amp; II</del></li><li>• <del>CHIN 301, 302 (6 hours) Advanced Intermediate Chinese I &amp; II</del></li><li>• <del>CHIN 333 (3 hours) Chinese Culture and Civilization</del></li></ul>	<p><b>Required core courses (18-19 hours):</b></p> <ul style="list-style-type: none"><li>• CHIN 102 (3 hours) Elementary CHIN II – or – CHNF 101 (4 hours) Intensive Elementary Chinese I</li><li>• CHIN 201 (3 hours) Intermediate Chinese I – or – CHNF 102 (4 hours) Intensive Elementary Chinese II</li><li>• CHIN 202 (3 hours) Intermediate Chinese II – or – CHNF 201 (4 hours) Intensive Intermediate Chinese I</li><li>• CHIN 301 (3 hours) Advanced Intermediate Chinese I – or – CHNF 202 (4 hours) Intensive Intermediate Chinese II</li><li>• CHIN 302 (3 hours) Advanced Intermediate Chinese I (required for students not taking CHNF courses)</li></ul>
<p><b>Elective courses (12 Hours):</b></p>	

<p>At least <del>four</del> courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. Students may include among the five courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence) and three credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion) and with permission of program advisor.</p> <p>Elective may chosen from the following: Chinese Language Courses-CHIN200-level courses other than 201/202 (3 hours maximum); <del>CHIN 318, 401, 402, 418, 420 (12 hours maximum)</del>; Study abroad- CHIN306 (maximum of 6 hours); Courses on Chinese Studies (delivered in English)-HIST 460, 461, 471; PS 366; RELS 308, 317, 318; or other courses chosen with permission of program advisor (maximum of 3 hours).</p>	<ul style="list-style-type: none"> <li>• CHIN 401 (3 hours) Advanced Chinese I</li> </ul> <p>Elective Courses (11-12 hours): At least three Chinese or Chinese Flagship courses at the 300- or 400-level for a total (including the core courses) of 30 or more credit hours. Students may include among the four courses up to three credit hours of 200-level credit beyond 201/202 (only if taught in Chinese and taken in sequence) and three credit hours of 300- or 400-level courses delivered in English but related to Chinese studies (e.g. courses in Chinese history, philosophy, and or religion) and with permission of program advisor.</p> <p>Elective may chosen from the following: Chinese Language Courses- CHIN 200-level courses other than CHIN201/202 (3 hours maximum); Chinese or Chinese Flagship courses at the 300- or 400-level; Study abroad- CHIN 306 (maximum of 6 hours); Courses on Chinese Studies (delivered in English)- HIST 460, 461, 471; PS 366; RELS 308, 317, 318; or other courses chosen with permission of program advisor (maximum of 3 hours).</p>
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**4. Rationale for the proposed program change:**

After the Chinese minor proposal was approved, we created CHIN 306 (Experiencing Chinese Abroad) and CHIN 389 (Internship in Chinese), and we plan to add more Chinese courses as needed. We also received several requests from Chinese Flagship students who wanted to add a Chinese minor. The changes made above will not only allow us to accommodate the needs of the Chinese Flagship students, but also give all Chinese minors the flexibility to elect any courses from the 300- and 400-level as practiced **in other Modern Languages minor programs such as French, German and Spanish.**

**5. Proposed term for implementation and special provisions (if applicable): Spring 2015**

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

Department of Modern Languages	<u>Oct. 21<sup>st</sup>, 2014</u>
Potter College Curriculum Committee	<u>11/06/2014</u>
Professional Education Council (not applicable)	<u>N/A</u>
Undergraduate Curriculum Committee	<u>12/9/2014</u>
University Senate	<u></u>

Proposal Date: September 23, 2014



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

Contact Person: Bryan Reaka, [bryan.reaka@wku.edu](mailto:bryan.reaka@wku.edu) 745-7032

**1. Identification of program:**

- 1.1 Current program reference number: 533
- 1.2 Current program title: Construction Management
- 1.3 Credit hours: 76

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

Changes to Construction Management Major

- Replace CM337 with AMS 217
- Replace CM 346 with AMS 305
- Replace CM 426 with AMS 390
- Replace CM 400 with AMS 394
- Add AMS 371
- Add UC 400 as option for AMS 398
- Add AGMC 170/171 as option for CE 160/161
- Remove CM 463
- Remove ACCT 201
- Remove MGT 311
- Add MKT 220 or MKT 325 or FIN161 or FIN 161C or RE 170C or BUS 100C or BUS 102C or BUS 110C or BUS 250C or BUS 252C or MKT 390 or ENT 312 as options for ACCT 200
- Add AMS 430 or BUS 210C or BUS 245C or BUS 248C as options for MGT 210
- Add MGT 200 or MGMT 200C or MGT 314 or MGT 333 or MGT 365 or BUS 226C or PLS 190C as options for MGT 301
- Add ECO 150 or ECO 202 or ECON 203 or ECO 203 or ECON 375 or ECON 390 or BUS 160C or Bus 212C as options for ECON 150 or ECON 202
- Remove AMS 175
- Remove CIS 141
- Remove COMM 161
- Remove PHIL 320
- Remove CHEM 106 and CHEM 116
- Remove PHYS 201
- Remove SFTY 171
- Replace advisor approved electives with electives in the program
- Reduce number of hours in Construction Management Major from 76 to 66/67
- Add colonnade requirements
- Specify MATH 117 or higher as the students colonnade mathematics course

**3. Detailed program description:**

<b>CONSTRUCTION MANAGEMENT (OLD)</b>		<b>76 hrs</b>			<b>Construction Management (New)</b>	<b>69/70</b>
AMS 140	Intro to Occupational Safety	1 hr		AMS 140	Intro to Occupational Safety	1
AMS 163	Architectural Drafting	3 hrs		AMS 163	Architectural Drafting	3
<b>CM 337</b>	<b>Applied Strength of Materials</b>	<b>3 hrs</b>		<b>AMS 217</b>	<b>Industrial Materials</b>	<b>3</b>
AMS 261	Construction Methods & Materials	3 hrs		AMS 261	Construction Methods & Materials	3
AMS 262	Construction Laboratory	1 hr		AMS 262	Construction Laboratory	3
AMS 282	Architectural Structures	3 hrs		AMS 282	Structures	3
<b>CM 346</b>	<b>Applied Soil Mech. &amp; Foundation</b>	<b>3 hrs</b>		<b>AMS 305</b>	<b>Building Codes</b>	<b>3</b>
AMS 325	Survey of Building Systems	3 hrs		AMS 325	Survey of Building Systems	3
AMS 271	Industrial Statistics	3 hrs		AMS 271	Industrial Statistics	3
				<b>AMS 371</b>	<b>Quality Assurance</b>	<b>3</b>
<b>CM 426</b>	<b>Construction Law</b>	<b>3 hrs</b>		<b>AMS 390</b>	<b>Project Management</b>	<b>3</b>
<b>CM 400</b>	<b>Construction Admin.</b>	<b>3 hrs</b>		<b>AMS 394</b>	<b>Lean Systems</b>	<b>3</b>
<b>AMS 398</b>	<b>Internship I</b>	<b>1 hr</b>		<b>AMS 398 or UC 400</b>	<b>Internship I or Mentored Research Experience</b>	<b>1</b>
<b>CE 160/ 161</b>	<b>Surveying I /Lab</b>	<b>3/1 hrs</b>		<b>CE 160/161 or AGMC 170/171</b>	<b>Surveying I /Lab or Intro to Agricultural Mechanization/ Lab</b>	<b>4 or 3</b>
CE 303	Construction Management	3 hrs		CE 303	Construction Management	3
CE 304	Construction Management Lab	1 hr		CE 304	Construction Management Lab	1
CE 316	Equipment & Methods	3 hrs		CE 316	Equipment & Methods	3
CM 250	Contract Documents	3 hrs		CM 250	Contract Documents	3
CM 363	Construction Estimating & Bidding	3 hrs		CM 363	Construction Estimating & Bidding	3
CM 462	Construction Scheduling	3 hrs		CM 462	Construction Scheduling	3
AMS 490	Senior Research	3 hrs		AMS 490	Senior Research	3
<b>CM 463</b>	<b>Construction Est. &amp; Bid. II</b>	<b>3 hrs</b>			<b>Drop</b>	
<b>ACCT 201</b>	<b>Intro. Account. Man.</b>	<b>3 hrs</b>			<b>Drop</b>	
<b>MGT 311</b>	<b>Human Resources Mgt.</b>	<b>3 hrs</b>			<b>Drop</b>	
<b>ACCT 200</b>	<b>Introductory Accounting Financial</b>	<b>3 hrs</b>		<b>ACCT 200, or MKT 220, or MKT 325 or FIN161 or FIN 161C or RE 170C or BUS 100C or BUS 102C or BUS 110C or BUS 250C or BUS 252C or MKT 390 or ENT 312</b>	<b>Introductory Accounting or Basic Marketing Concepts or Personal Selling or Personal Finance or Essentials of Real Estate or Intro to Business or Intro to Ethical Issues in Business or Basic Accounting or Business Entrepreneurship or Selling and Sales Management or Value Creation in Emerging Markets or Entrepreneurship</b>	<b>3</b>
<b>MGT 210</b>	<b>Organization &amp; Management</b>	<b>3 hrs</b>		<b>AMS 430 or MGT 210 or BUS 210C or BUS 245C or BUS 248C</b>	<b>Tech Management/Supervision or Organization &amp; Management or Managing Diversity in the Workplace or Supervisory Management</b>	<b>3</b>
<b>MGT 301</b>	<b>Business Law</b>	<b>3 hrs</b>		<b>MGT 200 or MGMT 200C or MGT 301 or MGT 314 or MGT 333 or MGT 365 or BUS 226C, or PLS 190C</b>	<b>Legal Environment of Business or Business Law or Operations Management or Management of Nonprofit Organization or Entrepreneurial Law or Introduction to Law or Intro Paralegal Studies</b>	<b>3</b>

ECON 150 or ECON 202	Intro Economics / Principals of Economics	3 hrs		ECON 150 or ECO 150 or ECON 202 or ECO 202 or ECON 203 or ECO 203 or ECON 375 or ECON 390 or BUS 160C	Intro to Economics or Principles of Economics (Micro) or Principles of Economics (Macro) or Moral Issues of Capitalism or Economics, Law, and Public Choice or Financial Management	3
Additional Required Courses for Major						
AMS 175	University Experience	2 hrs			Drop	
CIS 141	Basic Computer Literacy	3 hrs			Drop	
COMM 161	Business & Prof Speaking	3 hrs			Drop	
PHIL 320	Ethics	3 hrs			Drop	
CHEM 106 and 116	Lab Fundamentals / Intro College Chemistry	3 hrs			Drop	
		1 hr			Drop	
PHYS 201	College Physics I	3 hrs			Drop	
PHYS 201	College Physics I	4 hrs			Drop	
SFTY 171	Safety & First Aid	1 hr			Drop	
Advisor approved Electives		6 hrs		Electives		11/12
					Colonnade courses	
					<b>Foundations: 18 hrs</b>	
				ENG 100	Intro To College Writing	3
				ENG 200	Intro Literature	3
				ENG 300	Writing In the Disciplines	3
				<b>Math 117 or higher</b>	<b>Trigonometry</b>	<b>3</b>
				COMM 145	Public Speaking Elective	3
				HIST 101/102	World History I/II	3
					<b>Explorations: 12 hrs</b>	
					Arts & Humanities	3
					Social & Behavioral Studies	3
					Natural & Phys. Science w/ Lab	6
					<b>Connections: 9 hrs</b>	
					Social & Cultural	3
					Local to Global	3
					Systems	3
					TOTAL	120

#### 4. Rationale

##### for the proposed program change:

Changes to Construction Management Major

The Construction Management Program is accredited by ATMAE (Association of Technology Management and Applied Engineering) as well as ACCE (American Council on Construction Education). To reduce duplication of efforts as well as costs, the AMS Department is planning to keep the ATMAE accreditation, which affects 3 other programs in the department and drop the ACCE accreditation.

- Replace CM337 with AMS 217  
To reduce redundancy of courses in the AMS Department, CM 337 will cease to be offered, and its content will be covered in AMS 217.
- Replace CM 346 with AMS 305  
The students in in the Construction Management Program get some application of soil types and properties in other courses in the curriculum. It has been suggested by alumni that Building Codes (AMS 305) would be more beneficial to the graduates. Building Codes is a course that is already offered in the AMS Department.
- Add AMS 371



As construction companies move toward providing a better product for their customers, it has been recommended by the alumni of the CM program that AMS 371 (Quality Assurance) would be beneficial for graduates of the Construction Management Program. Quality Assurance is a course that is already offered in the AMS Department.

- Replace CM 426 with AMS 390  
This is a reduction in course redundancy, as CM 426 includes much of the content in MGT 301. It has been determined that construction management students need Project Management (AMS 390) to help them manage and complete projects in industry. Project Management is a course that is already offered in the AMS Department.
- Replace CM 400 with AMS 394  
Students get information about administration in CM 250 (Contract Documents). AMS 394 (Lean Systems) introduces lean topics, which are the enhancement of customer value and the elimination and reduction of all forms of waste, which many companies are looking for to remain competitive. Lean Systems is a course that is already offered in the AMS Department.
- Add UC 400 as option for AMS 398  
UC 400 (Mentored Research Experience) is required of students who are completing a FUSE grant with the University. It is a reasonable substitute for AMS 398 (Internship I)
- Add AGMC 170/171 as option for CE 160/161  
This will allow students different options for courses with labs in the area of basic surveying.
- Remove CM 463  
The second course in estimating and bidding was redundant and it was suggested by alumni of the Construction Management Program that an introduction to this topic (CM 363: Construction Estimating and Bidding) would be beneficial enough for students in the construction field.
- Remove ACCT 201  
The Construction Management Program currently is accredited by ATMAE (Association of Technology, Management and Applied Engineering) as well as ACCE (American Council on Construction Education). The second accounting course is a requirement of ACCE. The AMS Department deems dual accreditation to be unnecessary for the CM Program and is looking into dropping ACCE Accreditation.
- Remove MGT 311  
The Construction Management Program currently is accredited by ATMAE (Association of Technology, Management and Applied Engineering) as well as ACCE (American Council on Construction Education). MGT 311 is a requirement of ACCE (American Council on Construction Education). The AMS Department deems dual accreditation to be unnecessary for the CM Program and is looking into dropping ACCE Accreditation.
- Add MKT 220 or MKT 325 or FIN161 or FIN 161C or RE 170C or BUS 100C or BUS 102C or BUS 110C or BUS 250C or BUS 252C or MKT 390 or ENT 312 as option for ACCT 200  
This gives students more scheduling options for courses in the accounting and marketing areas and allows some customization of coursework depending upon the goals of the student.
- Add AMS 430 or BUS 210C or BUS 245C or BUS 248C as option for MGT 210  
This gives students more scheduling options in the organizational management courses and allows for some customization of coursework depending upon the goals of the student

- Add MGT 200 or MGMT 200C or MGT 314 or MGT 333 or MGT 365 or BUS 226C as option for MGT 301  
This gives students more scheduling options for courses in the business law area and allows some more scheduling options depending upon the goals of the student.
- Add ECO 150 or ECO 202 or ECON 203 or ECO 203 or ECON 375 or ECON 390 or BUS 160C as option for ECON 150 or ECON 202  
This gives students more scheduling options for courses in the economics area and allows some more scheduling options depending upon the goals of the student.
- Remove AMS 175  
The AMS Department no longer teaches this course.
- Remove CIS 141  
The Construction Management Program currently is accredited by ATMAE (Association of Technology Management and Applied Engineering) as well as ACCE (American Council on Construction Education). CIS 141 is a requirement of ACCE. The AMS Department deems dual accreditation to be unnecessary for the CM Program and is looking into dropping ACCE Accreditation.
- Remove COMM 161  
The Construction Management Program currently is accredited by ATMAE (Association of Technology Management and Applied Engineering) as well as ACCE (American Council on Construction Education). Business and Professional Speaking (COMM 161) is a requirement of ACCE. The AMS Department deems dual accreditation to be unnecessary for the CM Program and is looking into dropping ACCE Accreditation.
- Remove PHIL 320  
The Construction Management Program currently is accredited by ATMAE (Association of Technology Management and Applied Engineering) as well as ACCE (American Council on Construction Education). An ethics course is a requirement of ACCE, but the topic of ethics is included in many courses throughout the curriculum. The AMS Department deems dual accreditation to be unnecessary for the CM Program and is looking into dropping ACCE Accreditation.
- Remove CHEM 106 and CHEM 116  
Students' career goals will be addressed during advising as to which course they should take in this area.
- Remove PHYS 201  
The Physics Department is no longer going to offer this course. Students' career goals will be addressed during advising as to which course they should take in this area.
- Remove SFTY 171  
This course is not a part of the new Colonnade Program. Most companies include safety and first aid training in their orientation of new employees.
- Remove advisor approved electives  
Electives will be determined during advising to allow a more customized program of study for students based upon their career goals and not prescribed.
- Reduce number of hours in Construction Management Major from 76 to 69/70  
Reduction reflects the removal of 9 hours of prescribed courses and the addition of 3 hours of a different course.
- Add colonnade requirements
- Add MATH 117 or higher as student's colonnade mathematics course

Trigonometry has been determined to be the level of math that will allow students to successfully matriculate through the Construction Management Program.

**5. Effective Catalog Year:** 2015-2016

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

Architectural and Manufacturing Sciences Department \_\_\_\_10-10-2014\_\_\_\_

OCSE Curriculum Committee \_\_\_\_\_11-06-2014\_\_\_\_\_

Undergraduate Curriculum Committee \_\_\_\_\_12/9/2014\_\_\_\_\_

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

Proposal Date: September 4, 2014

**Ogden College of Science and Engineering  
Department of Psychological Sciences  
Proposal to Create a New Minor Program  
(Action Item)**

Contact Person: Sharon Mutter, sharon.mutter@wku.edu, 5-4389

**1. Identification of program:**

1.1 Program title: Neuroscience

1.2 Required hours in minor program: 21

1.3 Special information:

This interdisciplinary minor draws on courses offered by the Department of Psychological Sciences, the Department of Biology, the Department of Chemistry, and the Department of Philosophy. The minor will be administered in the Department of Psychological Sciences.

1.4 Catalog description:

The minor in Neuroscience offers students the opportunity to study the intersection of brain and behavior in a manner that incorporates tools and perspectives from the psychological and biological sciences, and related disciplines. This minor will be an attractive option for students who are (1) planning to pursue advanced study in any of several fields related to neuroscience, including psychology, biology, medicine, counseling, or social work or (2) seeking relevant training for jobs related to the assessment, rehabilitation, and treatment of brain damage, brain diseases, and addiction.

The minor in Neuroscience requires a minimum of 21 credit hours of coursework. This includes 6 hours of required courses and an additional 15 credit hours in electives. Students must take PSYS 100 and BIOL 120/121 prior to beginning their coursework in the minor (some courses available for the minor may have additional prerequisites). Students who are majoring or minoring in Psychological Science or Biology may apply no more than six hours of major or minor course work in these areas to the minor in Neuroscience.

1.5 Classification of Instructional Program Code (CIP): 30.1001

**2. Rationale:**

2.1 Reason for developing the proposed minor program:

Some of the most important recent scientific discoveries have come from the study of neuroscience, a multidisciplinary field at the intersection of brain and behavior that incorporates tools and perspectives from molecular and cellular biology, genetics, physiology, pharmacology, chemistry and biochemistry, computer modeling, and behavioral and cognitive psychology. Data from the Society for Neuroscience indicate that the number of graduate and undergraduate programs in neuroscience has grown dramatically over the last twenty years. In response to the growing demand for training in this field, the Department of Psychological Sciences proposes to offer WKU students an interdisciplinary minor in neuroscience.

2.2 Projected enrollment in the proposed minor program:

We anticipate that enrollment in the program will initially be around 20 students per year, but will grow to around 50 students as the program matures.

- 2.3 Relationship of the proposed minor program to other programs now offered by the department: Neither the Department of Psychological Sciences nor the Department of Biology offers a major or minor in Neuroscience. However, the Biology department currently offers a minor in Biology and the Psychological Sciences department is proposing a new minor in Psychological Science. The proposed minor in Neuroscience includes courses that are prerequisites for the major and minor in each of these disciplines as well as one required course and three elective courses that could be used to satisfy the remaining requirements for these programs. Students majoring or minoring in Psychological Science or Biology will only be allowed to count six credit hours from their major or minor toward the minor in Neuroscience. This will still offer motivated WKU students the option of completing dual minors in Neuroscience and Psychological Science or Neuroscience and Biology.
- 2.4 Relationship of the proposed minor program to other university programs: Other than the relationship of the proposed minor to programs in Psychological Science and Biology discussed in 2.3 above, there are no programs at WKU that are similar. The proposed minor will therefore complement many programs at WKU, especially those in psychological science, biology, psychology, sociology, and various health-related pre-professional programs.
- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Many universities now offer either a major or minor in Neuroscience. An undergraduate major or minor in Neuroscience or a related area is offered at the following KY universities: Morehead (pending approval by SACSCOC), NKU, and UK. Additionally, eight of our benchmark universities offer a major, a minor, or both in Neuroscience or a related field. There is broad overlap in the content the proposed program with the curriculum of these programs.
- 2.6 Relationship of the proposed minor program to the university mission and objectives: The proposed minor program contributes to WKU's mission by offering students an opportunity to complete coursework that focuses on the scientific study of the brain and behavior. The minor will have a significant impact on the intellectual level of undergraduate students by increasing their scientific literacy and helping them gain critical thinking skills. It will also help the university strengthen several key initiatives, such as developing interdisciplinary programs and training a diverse group of future scientists in important STEM disciplines.

### **3. Learning outcomes of the proposed minor:**

Upon completion of the minor in Neuroscience, students will:

- Understand basic concepts in biology and psychology that serve as the foundation of the scientific study of brain, mind, and behavior
- Understand the organization of the nervous system and its relation to mind and behavior
- Appreciate the interdisciplinary nature of the field of neuroscience
- Use critical thinking skills to judge the scientific merit of original neuroscience research and its representation in the media
- Communicate effectively about neuroscience in written and oral form

### **4. Curriculum:**

The minor in Neuroscience requires a minimum of 21 credit hours of coursework. This includes 6 hours of required courses and an additional 15 credit hours in electives. Students must earn a grade of C or better in all courses applied toward the minor. Students must take PSYS 100 and BIOL 120/121 prior to beginning their coursework in the minor. Students who are majoring in Biology or Psychological Science may apply no more than six hours of their major course work to the minor.

The following courses are required (6 hours):

PSYS 360 Behavioral Neuroscience (3 hours)  
BIOL 335 Neurobiology (3 hours)

At least 15 credit hours may be selected from the following courses. Students must choose at least 1 course each from Biology and Psychological Sciences. Note that some of these courses have prerequisites beyond those required by the minor.

PSYS 331 Psychology of Learning (3 hours)  
PSYS 333 Cognitive Psychology (3 hours)  
PSYS 363 Sensory and Perceptual Systems (3 hours)  
PSYS 462 Neuroscience of Learning and Memory (3 hours)  
PSYS 465 Psychopharmacology (3 hours)  
BIOL 319 Introduction to Molecular and Cell Biology  
BIOL 327 Genetics (3 hours)  
BIOL 334 Animal Behavior (3 hours)  
BIOL/CHEM 446 Biochemistry (3 hours)  
PHIL 332 Philosophy of Mind: Minds and Machines (3)

Though not required for the minor, students are strongly encouraged to obtain research experience in topics related to neuroscience. There are several laboratories in the Psychological Science, Biology, and Chemistry departments that offer research opportunities to undergraduate students. For more information on research laboratories and opportunities, students should review the websites of faculty in these departments.

5. **Budget implications:** The minor will be offered using courses that are currently taught by faculty in Ogden College of Science and Engineering and Potter College of Arts and Letters.
6. **Proposed term for implementation:** Fall 2015
7. **Dates of prior committee approvals:**

Department of Psychological Sciences	<b>9/5/2014</b>
Ogden College Curriculum Committee	<b>11/6/2014</b>
Undergraduate Curriculum Committee	<b><u>12/9/2014</u></b>
University Senate	
Board of Regents	

Proposal Date: 10/08/2014

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

Contact Person: Neal Downing / [neal.downing@wku.edu](mailto:neal.downing@wku.edu) / 270-745-6302

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: AMS 180
- 1.2 Course title: Introduction to Architectural Practices

**2. Revise course title:**

- 2.1 Current course title: Introduction to Architectural Practices
- 2.2 Proposed course title: Introduction to Architecture
- 2.3 Proposed abbreviated title: Introduction to Architecture
- 2.4 Rationale for revision of course title: The simplified name is more accurate for course content

**3. Revise course number: NA**

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

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

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)  
Pre-requisite / Co-requisite: HIST 119 or 120
- 4.2 Proposed prerequisites/co-requisites/special requirements: none
- 4.3 Rationale for revision of course prerequisites/co-requisites/special requirements:  
The History Department is no longer going to offer HIST 119 or 120. The students who have already passed HIST 119 or 120 prior to taking the course over the last several semesters have not shown any advantage over those students who have not already passed HIST 119 or 120 in this course.
- 4.4 Effect on completion of major/minor sequence: none

**5. Revise course catalog listing: NA**

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

**6. Revise course credit hours: NA**

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

**7. Revise grade type: NA**

- 7.1 Current grade type:
- 7.2 Proposed grade type:
- 7.3 Rationale for revision of grade type:

8. **Proposed term for implementation: 201530**

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

Department of Architectural & Manufacturing Sciences

10/10/2014

Ogden College Curriculum Committee

11/06/2014

Undergraduate Curriculum Committee

12/9/2014

University Senate



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

Contact Person: Bryan Reaka, [bryan.reaka@wku.edu](mailto:bryan.reaka@wku.edu), 270-745-7032

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: AMS 282
- 1.2 Course title: Architectural Structures

**2. Revise course title:**

- 2.1 Current course title: Architectural Structures
- 2.2 Proposed course title: Building Structures
- 2.3 Proposed abbreviated title: Building Structures
- 2.4 Rationale for revision of course title: The course serves multiple disciplines in the building area, not just architectural sciences students. This name change better reflects the diverse content of the course.

**3. Revise course number: NA**

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

**4. Revise course prerequisites:**

- 4.1 Current prerequisites: AMS 261, MATH 117 (or equivalent), PHYS 201
- 4.2 Proposed prerequisites: MATH 117 or higher
- 4.3 Rationale for revision of course prerequisites: The Physics Department is no longer going to offer PHYS 201. The students who have already passed AMS 261 prior to taking the course over the last several semesters have not shown any advantage over those students who have not already passed AMS 261.
- 4.4 Effect on completion of major/minor sequence: This may allow students to matriculate more quickly through the program of study.

**5. Revise course catalog listing: NA**

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

**6. Revise course credit hours: NA**

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

**7. Revise grade type: NA**

- 7.1 Current grade type:

- 7.2 Proposed grade type:  
7.3 Rationale for revision of grade type:

**8. Proposed term for implementation: Fall 2015**

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

Department: Architectural and Manufacturing Sciences

**10-10-2014**

Ogden College Curriculum Committee

**11-06-2014**

Undergraduate Curriculum Committee

**12-9-2014**

University Senate

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

Contact Person: Name: Lee Brown: lee.brown@wku.edu, Phone: 745-2427

Identification of proposed policy revision:

**1. Catalog statement of existing policy:**

**Course Requirements** (p 35): At least one-third of the course requirements in each major and minor must be earned **through instruction** at WKU.

At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses number 300 and above (except minors in business administration and computer information systems, and majors in dental hygiene, social studies, art education, and middle grades education; refer to the specific program description for details.)

A minimum of 42 undergraduate semester hours must be completed in upper division courses (courses numbered 300 or above) by students earning a baccalaureate degree. Student transferring with an applied associate degree (e.g., Associate in Applied Science or its equivalent) into the following majors must complete a minimum of 39 undergraduate semester hours in upper division courses: computer information technology, dental hygiene, health sciences, nursing, organizational leadership, systems management, and technology management; refer to each specific major description for more details

**2. Catalog statement of proposed policy:**

At least one-third of the course requirements in each major and minor must be earned **through instruction** at WKU. **Students transferring in the paramedic certification/licensure for the AAS in Paramedicine have an exception to this policy; refer to the specific program description for details.**

At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses number 300 and above (except minors in business administration and computer information systems, and majors in dental hygiene, social studies, art education, and middle grades education; refer to the specific program description for details.)

A minimum of 42 undergraduate semester hours must be completed in upper division courses (courses numbered 300 or above) by students earning a baccalaureate degree. Student transferring with an applied associate degree (e.g., Associate in Applied Science or its equivalent) into the following majors must complete a minimum of 39 undergraduate semester hours in upper division courses: computer information technology, dental hygiene, health sciences, nursing, organizational leadership, systems management, and technology management; refer to each specific major description for more details

**3. Rationale for proposed policy revision:**

The Paramedicine (AAS) program, a SACSCOC approved degree completion program, is designed to move students toward a degree. Student's with National Registry of EMT's certification as a Paramedic (NREMTP) or US state or territory paramedic certification/ licensure, WKU award the student 40 block semester hours for current certification as a Paramedic after

4. **Impact of proposed policy revision on existing academic or non-academic policies:**
  - a. Impact on policies: This revision should not impact other policies.
  - b. Impact on populations that may be affected: Student can graduate without taking additional courses not needed for the degree or major.
5. **Proposed term for implementation:** Spring 2015.
6. **Dates of prior committee approvals:**

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11/13/14

11/14/14

12/9/2014