UNIVERSITY CURRICULUM COMMITTEE
WESTERN KENTUCKY UNIVERSITY

REPORT TO THE SENATE:

DATE: **November 6, 2006**
FROM: **Julie Shadoan, Chair**

The University Curriculum Committee submits the following items from the October 26, 2006, meeting for approval by the University Senate:

NOTE: Proposals marked with an "*" were action items by the UCC and are consent items for the Senate. Proposals marked with an "**" were action items by the UCC and would typically be consent items for the Senate, but were the subject of a request to be removed to the Senate's action agenda. All other items are information items only.

A. Academic Policy Subcommittee:

Proposal to Revise Academic Policy: Definition of Catalog Term*

B. College of Education and Behavioral Sciences:

1. One-time course:

   LTCY 080, College Reading Success

2. Reactivate a Suspended Course:

   PSY 365, Intelligence and Creativity

3. Create new course:

   PSY 355, Issues in Cross Cultural Psychology*

4. Revise program:

   #527, Elementary Education*

C. College of Health and Human Services:

1. One-Time course:

   CFS 365, Community Nutrition

2. Create new course:

   CFS 367, Nutrition in Aging*

D. Bowling Green Community College:

1. Revise course catalog listing:

   NUR 100C, Fundamentals of Nursing
   NUR 110C, Mental Health Nursing
   NUR 111C, Maternal/Newborn Nursing
   NUR 112C, Medical/Surgical Nursing I
   NUR 250C, Medical/Surgical Nursing III

2. Change Program name:

   #255, General Studies

3. Multiple revisions to course:

   NUR 201C, Medical/Surgical Nursing II*
   NUR 230C, Nursing Roles and Responsibilities*

4. Create new course:

   UCC 250C, Seminar in Peer Mentoring*
   UCC 251C, Practicum in Peer Mentoring*

E. Ogden College of Science and Engineering:

1. Revise course prerequisites/corequisites:

   CHEM 116, Intro. To College Chemistry
   GEOG 317, Geographic Information Systems
   GEOG 417, GIS Analysis and Modeling
   GEOG 419, GIS Application Development

2. Revise course credit hours:

   CHEM 121, College Chemistry I Lab*

3. Multiple revisions to course:

   CHEM 120, College Chemistry I*
   GEOG 431, Dynamic Meteorology*
   GEOG 432, Synoptic Meteorology*
   GEOG 492, Spatial Analysis*

4. Create new course:

   BIOL 240, Principles of Wildlife Ecology and Management*
   CS 239, Problem Solving with Computational Techniques*
   GEOG 433, Dynamic Meteorology II*
   GEOG 437, Mesoscale Meteorology*
   GEOG 438, Physical Meteorology*

GEOG 443, Geographic Information Systems*
PHYS 337, Medical Imaging*

5. Revise Program:

#519, Biochemistry*
#329, Biophysics*

6. Create new major program:

#____, Geographic Information Science**
#____, Meteorology*

F. Potter College of Arts and Letters:

1. Revise course number:

JOUR 400, Research in Advertising and Public Relations

2. Revise course prerequisite:

JOUR 346, Advertising Account Planning
JOUR 349, Advertising Media
JOUR 358, Public Relations Writing and Production
JOUR 454, Public Relations Strategy and Planning
JOUR 456, Public Relations Management

3. Revise course catalog listing:

PHIL 415, Advanced Logic

4. Create new course:

HIST 341, Cultural History of Alcohol*
THEA 306, Musical Theatre Ensemble*
THEA 380, Directing II*
PERF 400, Advanced Performing Arts Studio*

5. Revise program:

#725, Mass Communication*

Proposal Date: 10/17/2006

Division of Enrollment Management
Office of the Registrar
Proposal to Revise an Academic Policy
(Action Item)

Contact Person: Freida Eggleton 745-5432 freida.eggleton@wku.edu

1. Identification of proposed policy revision:
Establish a definition of catalog term and catalog rights for students

2. Catalog statement of existing policy:
The University will recognize the course of study approved in the degree program for a period of five calendar years computed from the date the degree program was officially approved by the appropriate college dean. This does not preclude the addition of requirements arising from action of the Commonwealth of Kentucky. Any change in institutional requirements, which will work to the advantage of the student, may be substituted for the requirements in effect when the degree program was initially approved.

The university reserves the right to make changes as required in course offerings, curricula, academic policies and other rules and regulations affecting students to be effective whenever determined by the University. However, students shall be entitled to follow the program requirements used in the course catalog current when they file their undergraduate degree programs.

3. Catalog statement of proposed policy:
The university reserves the right to make changes as required in course offerings, academic policies and other rules and regulations affecting students to be effective whenever determined by the University.

The student's initial term of entry is identified as the student's "catalog term." Catalog term rights include the following:

- A student shall be entitled to follow general education and major/minor degree requirements contained in the catalog current when first enrolled at WKU as a degree-seeking student. This does not preclude the addition of requirements arising from action of the Commonwealth of Kentucky.
- A student will be allowed seven consecutive years from his/her catalog term to complete degree requirements. The college dean may grant an extension to this deadline.
- A student who sits out and re-enrolls after an absence of seven consecutive years or more will be assigned the catalog term of the readmission term.
- A student's catalog term will be changed to a more recent term if the student, in consultation with the advisor and with approval by the department head, agrees to follow more recent degree requirements.

Academic departments reserve the right to authorize appropriate course substitutions for earlier versions of major/minor requirements in which required courses have been discontinued.

4. Rationale for proposed policy revision:

Permitting students to graduate using degree requirements contained in the catalog current at the point of initial enrollment is a common practice in higher education but has not been the policy at WKU. Rather, our students have been accountable for degree requirements in effect at the time of filing the degree program, which, in practice, has been any time from the sophomore to senior year. The implementation of automated degree audit requires that a more standard approach be used for determining the degree requirements for which a student is accountable. By using the initial date of enrollment as students' catalog term, students can rely on a standardized degree audit.

Concurrent with establishing the definition of catalog term, the undergraduate catalog will be published yearly instead of every other year starting in 2007.

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

iCAP will be used to determine completion of degree requirements for students who entered WKU as degree-seeking students in 2005 fall semester and thereafter. Students who entered WKU prior to that date will continue to file the manual undergraduate degree program, and they are accountable for degree requirements in effect at the time of filing the program.

6. Proposed term for implementation: Students who first entered WKU as degree-seeking students in 2005 fall semester and thereafter

7. Dates of prior committee approvals:

Council of Academic Deans	___August 29, 2006___
Degree Audit Advisory Committee	___August 30, 2006___
University Curriculum Committee (Academic Policy Subcommittee)	___October 19, 2006__
University Curriculum Committee	_____
University Senate	_____

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

REPORT TO THE UNDERGRADUATE CURRICULUM COMMITTEE

Date: October 9, 2006

The following items are being forwarded for the October 26, 2006 meeting:

Type of Action	Description of Item and Contact Information
Information	Action: One-Time Offering Item: LTCY 080 – College Reading Success Contact person: Sherry Powers Email: sherry.powers@wku.edu Phone: 5-4452
Consent	Action: Reactivate a Suspended Course Item: PSY 365 – Intelligence and Creativity Contact person: Steven Haggbloom Email: steven.haggbloom@wku.edu Phone: 5-4427
Action	Action: Create a New Course Item: PSY 355 – Issues in Cross-Cultural Psychology Contact person: Anthony Paquin Email: tony.paquin@wku.edu Phone: 5-4423
Action	Action: Revise a Program Item: Elementary Education – Reference Number: 527 Contact person: Tabitha Daniel Email: tabitha.daniel@wku.edu Phone: 5-2615

Proposal Date: 5/18/2006

College Of Education And Behavioral Sciences
Department of Psychology
Proposal to Reactivate a Suspended Course
(Consent Item)

Contact Person: Steven J. Haggbloom e-mail: steven.haggbloom@wku.edu Phone: 5-54427

1. **Identification of course**
   - 1.1 Course prefix (subject area) and number: PSY 365
   - 1.2 Course title: Intelligence and Creativity
   - 1.3 Credit hours: 3

2. **Rationale for Reactivation:**
   There is a renewed interest among psychology majors, as well as students majoring in education and communication studies, in this course.

3. **Effect on programs or other departments, if known:**
   This course will provide another upper level psychology course for students majoring or minoring in psychology.

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

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

Psychology Department	9/15/06
CEBS Curriculum Committee	10/3/06
University Curriculum Committee	
University Senate	

Attachment: **Course Inventory Form**

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

Contact Person: Anthony R. Paquin, tony.paquin@wku.edu 5-4423

1. Identification of proposed course

1.1 Prefix and number: PSY 355

1.2 Title: Issues in Cross-Cultural Psychology

1.3 Abbreviated title: Cross-Cultural Psychology

1.4 Credit hours and contact hours: 3

1.5 Type of course: Lecture

1.6 Prerequisites: PSY 100 or equivalent and sophomore standing

1.7 Catalog course listing: Examines the impact of culture on major principles, theories, and applications of psychology, including social behavior, gender, communication, development, and abnormal psychology. Involves interacting with people from diverse cultural backgrounds.

2. Rationale

2.1 Reason for developing the proposed course: For much of its history, most of what we know about psychology was based on research conducted in Europe and North America. Approximately 70% of the earth's population, though, lives outside of these regions of the world. In the past this fact was not terribly important to the everyday life of the average American unless he or she was someone who traveled outside the country. These days, however, improvements in communication technology, changes in immigration patterns, and policies on segregation have dramatically increased the amount of cross-cultural interaction for many US citizens. Consequently, the ability to interact effectively with people from other cultures is becoming increasingly important. The growing importance of this fact can be seen in the increasing number of cross-cultural psychology articles being published in prominent mainstream journals and the number of universities that have added courses to their curriculum. WKU has also demonstrated the value it places on this topic by the fact that one theme of the Quality Enhancement Plan is concerned with increasing student respect for diversity and awareness of opportunities as citizens in a global society. The proposed course will afford students an opportunity for an in-depth study of this increasingly important area of contemporary society, keep departmental offerings current with emerging scholarship in the discipline, and demonstrate support for the WKU Quality Enhancement Plan "to engage students with communities other than their own." Also, the course was taught in Spring 2006 as a "one time only" course. Based on comments made by students enrolled in the course, the students appeared to enjoy the course and to have increased their understanding of other cultures and some of the peculiarities of USA culture.

2.2 Projected enrollment in the proposed course: 30 students per academic year. This is an estimate based on expressions of interest and enrollment in the current "one time only" section of this course. The course will satisfy psychology elective requirements needed to complete the general major, extended major, or minor in psychology. The course may also draw enrollment from other disciplines, such as anthropology, and sociology.

2.3 Relationship of the proposed course to courses now offered by the department: Some of the topics to be covered in the proposed course are included in a chapter or part of a chapter in the textbooks used in other courses. For example, elements of the impact of culture on various aspects of psychology are sometimes included in sections of PSY 100 textbooks; gender roles

may also be covered in PSY 345 Psychology of Sexuality and PSY 430 Psychology of Women; the influence of environment versus genetics on perception and intelligence in may be covered in PSY 411 Psychology of Sensation and Perception and PSY 365 Intelligence and Creativity; ingroup/outgroup relationships may be discussed in PSY 350 Social Psychology; the treatment of abnormal behavior in PSY 440 Abnormal Psychology; the enculturation of children may also be included in PSY 199 Lifespan Development and PSY 321Child Developmental Psychology. No other course in the Department, however, addresses the full range of topics nor the impact of culture on the topics to be presented in the proposed course.

2.4 Relationship of the proposed course to courses offered in other departments: The Folk Studies and Anthropology, Geography and Geology, Sociology, and Women's Studies Departments offer courses that cover topics related to the proposed course. The Department of Folk Studies and Anthropology offers ANTH 120, which covers culture and personality; ANTH 343 Anthropology of Gender, which discusses the role of gender in various aspects of culture; and ANTH 455 Language and Culture, which examines the relationship between language and culture. ANTH 240 World Cultures may also be related, but this is difficult to determine because the online catalog does not include a course description. The department also offers FLK 280 Cultural Diversity in America which focuses on the varieties of customs and expression practiced by different cultures within the United States; FLK 340 Peoples and Culture in Latin America which covers the economics, politics, religion, folklife and world view of indigenous, peasant and urban peoples in Latin America; FLK 345 Native Americans which surveys the cultures of the original inhabitants of North America; FLK 350 Peoples and Cultures of Africa which emphasizes the historical development and diversity of cultures in Africa; FLK 449 Women, Medicine, and Culture which looks at the impact of culture on the beliefs, expression, and practices of North American women on issues related to health; and FLK 491 Women in Africa which examines the cultural, political and historical roles of women in Africa. The Geography and Geology Department offers GEOG 101 Principles of Human Geography and GEOG 110 World Geography, both of which address the complexity and diversity of world cultures; GEOG 210 Human Ecology, which covers groups and their mutual interrelationships with their immediate natural and social environment. The Department of Sociology offers SOCL 210 Interaction of Self and Society, which is concerned with the study of the individual in social contexts; SOCL 355 Sociology of Gender, which looks at the social construction of women's and men's roles in society and of the concepts of masculinity and femininity; and SOCL 415 Sociology of Language, which focuses on language as the underpinning of social institutions. WOMN 200 Introduction to Women's Studies also offers instruction on the role of culture in the construction of gender, sexuality, race, and class. In addition, many of the courses offered by the foreign language departments provide instruction on various aspects related to the culture associated with the country within which the language is spoken. Although some of the topics covered in these courses are similar to the some of the ones proposed in Cross-Cultural Psychology, the focus of these courses is usually at the group rather than the individual level. In addition, a number of the potential topics in the proposed course are not covered by any of the above courses (e.g., child development, abnormal psychology, and perception). As such, the proposed course would complement the existing courses in other departments.

2.5 Relationship of the proposed course to courses offered in other institutions: A search of the psychology courses offered by Western's benchmark institutions revealed that a number of them offered courses related to the one proposed here. These include California State University – Chico (PSYC 341) Culture and Human Behavior, Florida Atlantic University (PSY 4010) Individuals in Modern Culture, Middle Tennessee State University (PSY 4720) Multicultural Perspectives in Psychology and Education, Towson University (PSYC 432) Cross-Cultural Psychology, University of Northern Iowa (PSY 400:167), and Youngstown State University (PSY 3777) Impact of Culture on Social Behavior. An internet search also revealed a number of other institutions that offered a course in Cross-Cultural Psychology. Examples include Skidmore University, Davidson University, Columbia University, Syracuse University, University of San Francisco, San Francisco State University, Western Michigan University, Arizona State University, Marshall University, George Mason University, Colgate University, and the University of California-Berkeley.

3. Discussion of proposed course

3.1 Course objectives: This course will introduce students to the impact of culture on various aspects of psychology. After completing the course, students will be able to:

- Explain the impact of culture on some of the major principles, theories, and applications of psychology.
- Describe enculturation and developmental processes, gender roles, differences in communication styles, diagnosis and treatment of abnormal behavior, and unique aspects of social behavior of various international cultures.
- Identify some of the idiosyncrasies of American culture.
- Compare the similarities and differences between American and various international cultures.
- Demonstrate the ability to see a culture from an insider's perspective through empathy.

3.2 Content outline:

Introduction to study of culture and psychology
  Cross-cultural psychology defined
  Culture defined
  Dynamic nature of culture
  Factors that influence culture
  Dimensions of culture
  How culture influences behavior
Culture and basic psychological processes
  Culture and biological bases of behavior
  Culture and perception
  Culture and cognition
  Culture and consciousness
  Culture and time
  Culture and intelligence
Enculturation and developmental processes
  Parenting styles
  Impact of parenting styles on psychological constructs
  Sleeping differences
  Caregiving environment
  Siblings and extended families
  Culture and peers
  Culture and education
  Culture and temperament
  Culture and attachment
  Patterns of warmth
Culture and gender
  Gender role stereotypes
  Gender and personality
  Etic and emic views of gender
  Culture, gender role ideology, and self-concept
  The invention of gender
  Culture and psychological gender differences
Culture, language, and communication
  International communication problems
  Structure of language
  Language differences across cultures
  Culture, language, and cognition
  Components of communication
  Improving intercultural communication
Culture and abnormal psychology
  Defining abnormal and normal behavior
  Cultural meaning systems
  Culture and clinical reality
  Culture and DSM-IV Diagnoses
  Suggested clinical guidelines
Culture and social behavior
  Culture and ingroup/outgroup relationships
  Culture, person perception, and attractiveness

Intercultural marriages
Attributional styles across cultures
Culture and aggression
Culture and conformity, compliance, obedience, and cooperation

3.3 Student expectations and requirements:

- Students will be expected to read chapters assigned in the text and supplemental reading assignments such as journal articles
- Participation in class discussions and exercises will be required
- Students will also be expected to interact with people from different cultures via structured experiences/exercises outside the classroom
- Student learning will be assessed through some combination of tests, periodic quizzes, and written assignments

3.4 Tentative texts and course materials: Matsumoto, D., & Juang, L. (2004). *Culture and psychology (3rd Edition)*. Belmont, CA: Thompson Wadsworth

4. Resources

4.1 Library resources: Current library resources are sufficient.

4.2 Computer resources: No special computer resources are required.

5. Budget implications

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

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Spring, 2007

7. Dates of prior committee approvals:

Department of Psychology	9/15/06
CEBS Curriculum Committee	10/3/06
Undergraduate Curriculum Committee	
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 1/27/06

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

Contact Person: Dr. Tabitha Daniel e-mail: tabitha.daniel@wku.edu phone: 5-2615

1. Identification of Program
   1.1 Reference Number: 527
   1.2 Current Program Title: Elementary Education
   1.3 Credit Hours: 89

2. Identification of the proposed changes:
   Substitute EXED 330 for ENG 319 as a required course in the specialty studies category of the program.

3. Detailed program description:

Current Program:		Proposed Program:	
Professional Education (46)		Professional Education (46)	
EDU 250	3	EDU 250	3
PSY 310	3	PSY 310	3
LTCY 320	3	LTCY 320	3
ELED 345	3	ELED 345	3
ELED 355	3	ELED 355	3
ELED 365	3	ELED 365	3
ELED 405	3	ELED 405	3
ELED 406	3	ELED 406	3
ELED 407	3	ELED 407	3
LTCY 420	3	LTCY 420	3
ELED 465	3	ELED 465	3
ELED 489	3	ELED 489	3
ELED 490	10	ELED 490	10
Specialty Studies (30)		Specialty Studies (30)	
ENG 302	3	ENG 302	3
ENG 319	**3**	**EXED 330**	**3**
MUS 311	3	MUS 311	3
ART 310	3	ART 310	3
MUS 314	3	MUS 314	3
MATH 211	3	MATH 211	3
MATH 212	3	MATH 212	3
LME 288	3	LME 288	3
PE 354	3	PE 354	3
CS 145	3	CS 145	3
Restricted Elective (3)		Restricted Elective (3)	
GEOG 451/ HIST 456	3	GEOG 451/ HIST 456	3
Required Courses outside the major (10)		Required Courses outside the major (10)	
Biological Science Course & Lab	4	Biological Science Course & Lab	4
Speech Communication Course	3	Speech Communication Course	3
PH 100	3	PH 100	3

4. Rational for proposed program revisions:

As a result of student feedback submitted by recent graduates of Elementary Education, realignment was made to the courses in our program.

The language arts content in ENG 319 is currently being covered in LTCY 320 and LTCY 420. Therefore, ENG 319 is no longer necessary for their preparation.

In 2004 and 2005, recent graduates of the Elementary Education program noted on a New Teacher Survey that Exceptional Education is an area in which they need increased training. Requiring EXED 330 would align the WKU program with similar programs nationally as most require a special education course. The content of this course is a foundation for working with special needs children in the field-based methods courses.

The proposed change for requiring EXED 330 as a prerequisite for ELED 355 would align the WKU program with similar programs nationally.

5. Proposed term for implementation and special provisions:

Term: Spring 2007

6. Date of prior committee approvals:

Department of Curriculum and Instruction	1-27-06
CEBS Curriculum Committee	3-07-06
Professional Education Council	9-13-06
University Curriculum Committee	10-26-06
University Senate	

Attachment: Program Inventory Form

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

REPORT TO THE UNDERGRADUATE CURRICULUM COMMITTEE

Date: October 3, 2006
The following items are being forwarded for consideration at the October 26, 2006:

Type of Item	**Description of Item and Contact Information**
Information Item	One-Time-Only Course Offering CFS 365 : Community Nutrition Contact: Julie Lee Julie.lee@wku.edu 5-6943
Action Item	Proposal to Create a New Course CFS 367: Nutrition in Aging Contact: Julie Lee Julie.lee@wku.edu 5-6943

Proposal Date: 9/13/06

College of Health and Human Services
Department of Consumer and Family Science
Proposal to Create a New Course
(Action Item)

Contact person: Julie Lee Email: Julie.lee@wku.edu Phone: 5-6943

1. Identification of proposed course:

1.1. Prefix and number: CFS 367
1.2. Title: Nutrition in Aging
1.3. Abbreviated Title: Nutrition in Aging
1.4. Credit hours and contact hours: 3.0
1.5. Type of Course: L (lecture)
1.6 Prerequisite: CFS 111 or permission of the instructor
1.7 Catalog course listing:

Explores the nutritional needs of the aging adult, focusing on the various disease states and their nutritional ramifications. The nutritional implications for demographic groups in the aging population, and issues related to eating, pharmacology and physical activity in the elderly will also be reviewed. Field experiences will be required; students are responsible for their own transportation.

2. Rationale:

2.1. Reason for developing the proposed course:

The aging population has nutritional requirements and other related needs significantly different from the healthy adult population. Thirty-five million people are 65 years of age or older, and these numbers will continue to increase. Disease states alter life experiences for the elderly, and the aging process alters the nutritional needs and issues facing the elderly. Although some information regarding the basic nutritional needs of the healthy older adult is integrated into other courses, geriatric nutrition is such a broad and varied topic that this course specificity is necessary to prepare students to better meet the nutritional needs of the ever growing and diverse elderly population both in the United States and globally.

2.2. Projected enrollment in the proposed course:

Based on current enrollment of nutrition majors, it is projected that this course will have an enrollment of at least 15 students per academic year initially with anticipated growth up to 30 students with students from other disciplines. Students from outside the department/unit will be encouraged to enroll if they are minoring in geriatrics or majoring in biology, communication disorders, exercise science, family and consumer science, health care administration, psychology, public health, recreation, social work and sociology.

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

This course complements existing courses in the nutrition department. Nutrition in Aging will provide a greater depth of knowledge regarding the nutritional issues facing the elderly and those who care for them. As the elderly population grows, health care workers in clinical practice will have a greater need to understand and meet the nutritional needs of the elderly population.

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

While other courses focus on the aging population, none do so from the nutritional perspective. This course is a complement to other courses that are part of the multi-disciplinary minor in gerontology, coordinated through the Center for Gerontology. The gerontology elective courses include: CFS 311 Family Relations, CFS 495 Interpersonal/Relationship Violence, Econ 365 Economics of Aging, CD 489 Geriatric Communication Disorders, FIN 261, HCA 345 Long-Term Care Administration, HCA 440 Health Economics, HCA 471 Managed Care, PH 444 Death Education, PH 447 Human Values and the Health Sciences, PH 463 Consumer Health, PH 464

Women's Health, PHIL 426 Philosophy and Old Age, SWRK 326 Services for the Older American. Required gerontology minor courses include BIOL 344 Biology of Aging, PSY 423 Psychology of Adult Life and Aging, PH 443 Health Problems of the Aged, and SOCL 342 Aging in Society. These core courses include biological mechanisms of the aging process, psychological, and sociological perspectives on aging. The topics covered in these courses are complementary to nutrition in aging; focusing more on social, psychological and biological functions and perspectives, not covering the nutritional requirements and implications.

2.5. Relationship of the proposed course to courses offered in other institutions:
Fifteen of the nineteen benchmark institutions across the country offered didactic programs in dietetics. Of these fifteen, five offered "Geriatric Nutrition" or "Nutrition in Aging" courses: Central Missouri State, Eastern Michigan Univ., Middle Tennessee State Univ., Missouri State Univ. and Youngstown State Univ. Four additional institutions focused on the other end of the life span, offering pediatric or child nutrition courses. Of the Kentucky benchmark institutions, University of Kentucky, Murray State and Eastern Kentucky Univ. are the three with didactic dietetics programs. Eastern Kentucky Univ. offers a course in "Nutrition and Aging". All of the programs offered an additional course that covered nutrition in the life cycle as a broad topic. Additionally, several of the institutions offered majors and/or minors in gerontology, with a complement of courses related to the topic of aging. The aging population is growing and there is a definite call for health professionals to understand the needs, issues and nutritional requirements for this segment of the population.

3. Discussion of proposed course:

3.1. Course objectives:

Upon completion of this course, students:
- Will be familiar with the recommended nutrient needs of the elderly adult
- Will know common disease states in the elderly and the effect various disease states have on nutritional status and requirements
- Will be able to discuss the demographics of the elderly population, including those with disabilities and those who are culturally diverse, relating the demographics to specific nutritional concerns
- Will learn methods and types of nutritional support, supplementation and education, specific to the elderly population
- Will examine the nutritional implications of pharmacology, nutrition support and supplementation in the elderly population
- Will identify barriers to proper nutrition, including issues with feeding, chewing and swallowing

3.2. Content outline:

- Demographics of aging
    - Living situations
    - Economic status
    - Nutritional Implications
- Nutritional intake in the elderly
    - Nutritional needs and assessment
        - Needs as determined by age and gender
        - Modification of needs by disease states
    - Somatosensation
    - Chewing and swallowing
    - Self-feeding
- Aging body systems
    - Physiology and pathology of major organ systems
    - Diseases with nutritional impact
        - Heart disease
        - Diabetes
        - Cancer
        - Hypertension
        - Alzheimer's and dementia
        - Arthritis
- Pharmacology, nutrition support and supplementation
    - Common medications

- Supplements, vitamins, minerals
- Absorption and bioavailability
- Interactions and toxicity
- Tube feeding and TPN

- Physical activity
  - Exercise recommendations and risks
  - Nutritional needs and implications

3.3. Student expectations and requirements:
Students will be expected to complete examinations, class assignments, group work, field work, reflections and essays.

3.4. Tentative texts and course materials:
Chernoff, R. (2006), *Geriatric Nutrition: The Health Professional's Handbook, Third Edition*, Jones and Bartlett Publishers.

4. Resources:

4.1. Library resources:
Library has adequate resources for this course.

4.2. Computer resources:
The College of Health and Human Services and the Department of Consumer and Family Sciences have adequate computer support for this course.

5. Budget Implications:

5.1. Proposed method of staffing:
There is sufficient full time faculty to teach this course.

5.2. Special equipment needed:
No special equipment is required.

5.3. Expendable materials needed:
Materials for printing examinations and handouts will be needed.

5.4. Laboratory supplies needed:
None.

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

CFS Department	9/21/06
CHHS College Curriculum Committee	10/3/06
University Curriculum Committee	
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Bowling Green Community College
of Western Kentucky University
Office of the Dean
780-2556

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

DATE: 13 October 2006

FROM: The Curriculum Committee of the Bowling Green Community College

The Curriculum Committee of the Bowling Green Community College submits the following items for consideration:

Type of Item	*Description of Item and Contact Information*
Consent	***Proposal Revise a Course Catalog Description*** **NUR 100C Fundamentals of Nursing** NUR 110C Mental Health Nursing NUR 111C Maternal/Newborn Nursing NUR 112C Medical/Surgical Nursing I NUR 250C Medical/Surgical Nursing III Contact: Kacy Harris kacy.harris@wku.edu Phone: 780-2510 **Proposal to Change a Program Name** Associate of General Studies (Ref #: 255) Contact: Deborah Lively deborah.lively@wku.edu Phone: 780-2540
Action	***Proposal to Make Multiple Revisions to a Course*** **NUR 201C Medical/Surgical Nursing II** NUR 230C Nursing Roles and Responsibilities Contact: Kacy Harris kacy.harris@wku.edu Phone: 780-2510 **Proposal to Create a New Course** UCC 250C Seminar in Peer Mentoring UCC 251C Practicum in Peer Mentoring Contact: Ashley Chance-Fox ashley.chance@wku.edu Phone: 745-8962 Heather Strode heather.strode@wku.edu Phone: 780-2584

Proposal Date: October 2, 2006

Bowling Green Community College
Associate Degree Nursing Program
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

1.1 Course prefix and number: NUR 100C
1.2 Course title: Fundamentals of Nursing
1.3 Credit hours: 6

2. Current course catalog listing: Utilization of basic human needs, developmental theory, nursing process and selected therapeutic interventions to promote and maintain optimum health across the life span. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

3. Proposed course catalog listing: Utilizes basic human needs, developmental theory, nursing process, and therapeutic nursing interventions to promote and maintain optimal health of selected populations. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

4. Rationale for revision of the course catalog listing: The terminology in the present course description is outdated. The revised course description reflects the contemporary language of the nursing profession and makes it consistent with the program's revised mission, philosophy, and framework.

5. Proposed term for implementation: Spring 2007

6. Dates of prior committee approvals:

Health Sciences Division:	October 2, 2006
BGCC Curriculum Committee	October 10, 2006
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 2, 2006

Bowling Green Community College
Associate Degree Nursing Program
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

1.1 Course prefix and number: NUR 110C
1.2 Course title: Mental Health Nursing
1.3 Credit hours: 4

2. Current course catalog listing: Utilization of basic human needs and therapeutic communication skills to promote psychological health of individuals in selected mental health settings. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

3. Proposed course catalog listing: Utilizes basic human needs, developmental theory, nursing process, therapeutic nursing interventions, and therapeutic communication to promote optimal mental health to selected populations. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

4. Rationale for revision of the course catalog listing: The terminology in the present course description is outdated. The revised course description reflects the contemporary language of the nursing profession and makes it consistent with the program's revised mission, philosophy, and framework.

5. Proposed term for implementation: Spring 2007

6. Dates of prior committee approvals:

Health Sciences Division:	October 2, 2006
BGCC Curriculum Committee	October 10, 2006
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 2, 2006

Bowling Green Community College
Associate Degree Nursing Program
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

1.1 Course prefix and number: NUR 111C
1.2 Course title: Maternal/Newborn Nursing
1.3 Credit hours: 4

2. Current course catalog listing: Utilization of the nursing process and therapeutic nursing interventions to promote physiological and psychological health of newborns and women in the childbearing cycle. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

3. Proposed course catalog listing: Utilizes basic human needs, developmental theory, nursing process, and therapeutic nursing interventions to promote and maintain optimal health of newborns and women. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

4. Rationale for revision of the course catalog listing: The terminology in the present course description is outdated. The revised course description reflects the contemporary language of the nursing profession and makes it consistent with the program's revised mission, philosophy, and framework.

5. Proposed term for implementation: Spring 2007

6. Dates of prior committee approvals:

Health Sciences Division:	October 2, 2006
BGCC Curriculum Committee	October 10, 2006
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 2, 2006

Bowling Green Community College
Associate Degree Nursing Program
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

1.1 Course prefix and number: NUR 112C
1.2 Course title: Medical/Surgical Nursing I
1.3 Credit hours: 5

2. Current course catalog listing: Introduction to medical/surgical nursing concepts and the utilization of basic human needs, developmental theory and selected therapeutic nursing interventions to promote and maintain optimum health across the life span. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

3. Proposed course catalog listing: Introduction of medical/surgical nursing concepts and the utilization of basic human needs, developmental theory, nursing process, and therapeutic nursing interventions promoting optimal health of clients in selected populations. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

4. Rationale for revision of the course catalog listing: The terminology in the present course description is outdated. The revised course description reflects the contemporary language of the nursing profession and makes it consistent with the program's revised mission, philosophy, and framework.

5. Proposed term for implementation: Spring 2007

6. Dates of prior committee approvals:

Health Sciences Division:	October 2, 2006
BGCC Curriculum Committee	October 10, 2006
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 2, 2006

Bowling Green Community College
Associate Degree Nursing Program
Proposal to Revise Course Catalog Listing
(Consent Item)

Contact Person: Kacy Harris, kacy.harris@wku.edu, 780-2510

1. Identification of course:

1.1 Course prefix and number: NUR 250C
1.2 Course title: Medical/Surgical Nursing III
1.3 Credit hours: 11

2. Current course catalog listing: Expands on and applies previous knowledge of medical/surgical concepts and utilizes the nursing process and selected therapeutic nursing interventions to provide care for adults and children with commonly occurring interferences in basic human needs. This course includes a minimum 120-hour integrated practicum. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

3. Proposed course catalog listing: Integrates previous knowledge and utilizes basic human needs, developmental theory, the nursing process and therapeutic nursing interventions to provide care for clients in selected populations. Includes a 120-hour practicum. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

4. Rationale for revision of the course catalog listing: The terminology in the present course description is outdated. The revised course description will reflects the contemporary language of the nursing profession and makes it consistent with the program's revised mission, philosophy, and framework.

5. Proposed term for implementation: Spring 2007

6. Dates of prior committee approvals:

Health Sciences Division:	October 2, 2006
BGCC Curriculum Committee	October 10, 2006
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Bowling Green Community College
Liberal Arts & Sciences Division
Proposal to Revise a Program
(Consent Item)

Contact Person: Deborah Lively e-mail: Deborah.lively@wku.edu Phone: 780-2540

1. Identification of program

1.1 Reference Number: 255
1.2 Current Program Title: Associate of General Studies
1.3 Credit hours: 64

2. Identification of the proposed changes:

The change proposed is to change the name of the degree program to Associate of Interdisciplinary Studies (AIS).

3. Detailed program description:

Not Applicable

4. Rationale for proposed program revisions:

Recently the Bachelor of General Studies degree was changed to the Bachelor of Interdisciplinary Studies. Changing the associate degree program name will result in less confusion, provide more uniformity, and more accurately reflect the degree program.

5. Proposed term for implementation and special provisions:

Term: Spring 2007

6. Dates of prior committee approvals:

Liberal Arts & Sciences Division	September 28, 2006
BGCC Curriculum Committee	October 10, 2006
University Curriculum Committee	
University Senate	

Attachment: **Program Inventory Form**

Proposal Date: October 2, 2006

Bowling Green Community College
Department of Nursing
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Kacy Harris Kacy.Harris@wku.edu Phone: 780 2510

1. Identification of course:

1.1 Course prefix and number: NUR 201C
1.2 Course title: Medical/Surgical Nursing II
1.3 Credit hours: 10

2. Revise course prerequisites/corequisites/special requirements:

2.1 Current prerequisites: NUR 111C and NUR 112C
Current Co requisites: NUR 230C
Current Special Requirements: Pre or Corequisite: SOC 100C

2.2 Proposed prerequisites: NUR 111C and NUR 112C
Proposed Special requirements: Prerequisites or Corequisites: SOC 100C and NUR 230C

2.3 Rationale for revision of course prerequisites/corequisites/special requirements: Students who have completed NUR 111 and NUR 112 could take NUR 230C as a summer or January course when offered, however, the current pre and corequisites cause registration link errors. The proposed requirements will alleviate the current registration link errors.

2.4 Effect on completion of major/minor sequence: None

3. Revise course catalog listing:

3.1 **Current course catalog listing:** Expands on previous knowledge of medical/surgical concepts and utilizes the nursing process and selected therapeutic nursing interventions to provide care for adults and children with commonly occurring interferences in basic human needs. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

3.2 **Proposed course catalog listing:** Expands on previous knowledge of medical/surgical concepts and utilizes basic human needs, developmental theory, the nursing process, and therapeutic nursing interventions to

provide care for clients in selected populations. Students are responsible for arranging their own travel to off-campus sites. Lab fee required.

3.3. **Rationale for revision of the course catalog listing:** The terminology in the present course description is outdated. The revised course description reflects the contemporary language of the nursing profession and makes it consistent with the program's revised mission, philosophy, and framework.

4. Proposed term for implementation: Summer 2007

5. Dates of prior committee approvals:

Health Science Division:	October 2, 2006
BGCC Curriculum Committee	October 10,2006
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 2, 2006

Bowling Green Community College
Department of Nursing
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Kacy Harris, kacy.harris@wku.edu 780-2510

1. Identification of course:

1.1 Course prefix and number: NUR 230C
1.2 Course title: Nursing Roles and Responsibilities
1.3 Credit hours: 2

2. Revise course prerequisites/corequisites/special requirements:

2.1 Current corequisites: NUR 201C
2.2 Proposed prerequisites: NUR 111C and NUR 112C:
2.3 Rationale for revision of course prerequisites/corequisites/special requirements: Students who have completed NUR 111 and NUR 112 could take NUR 230 as a summer or January course when offered, however, the current pre and corequisites cause registration link errors. The proposed requirements will alleviate the current registration link errors.
2.4 Effect on completion of major/minor sequence: None

3. Revise course catalog listing:

3.1 Current course catalog listing: A non-clinical course involving investigation of factors that influence nursing practice as well as issues and trends related to the profession of nursing. Content areas examined are historical perspective of nursing and professional, ethical, and legal responsibilities in the practice of nursing.
3.2. Proposed course catalog listing: Investigation of issues and trends related to the profession of nursing including professional, ethical, and legal responsibilities in the practice of nursing.
3.3. Rationale for revision of the course catalog listing: The terminology in the present course description is outdated. The revised course description reflects the contemporary language of the nursing profession and makes it consistent with the program's revised mission, philosophy, and framework.

4. Proposed term for implementation: Summer 2007

5. Dates of prior committee approvals:

Health Science Division: October 2, 2006

BGCC Curriculum Committee	October 10, 2006
University Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 10/09/06

Bowling Green Community College
Academic Support Division
Proposal to Create a New Course
(Action Item)

Contact Person: Ashley Chance **Email:** Ashley.Chance@wku.edu **Phone:** 58962
Heather Strode Heather.Strode@wku.edu 02584

1. Identification of proposed course

1.1 Prefix and number:	UCC 250C
1.2 Title:	Seminar in Peer Mentoring
1.3 Abbreviated title:	Seminar in Peer Mentoring
1.4 Credit hours and contact hours:	2
1.5 Type of course:	Seminar (S)
1.6 Prerequisites:	

UC 175 or UCC 175C equivalent or sophomore class standing (30 hours) or by instructor permission

1.7 Catalog course listing:

An introduction to effective mentoring techniques and leadership skills including an examination of mentoring and leadership theories and styles.

2. Rationale

2.1 Reason for developing the proposed course:
Mentoring is a powerful way to advance learning for both mentors and those who are mentored. Mentors in college and industry develop leadership, teaching, and interpersonal skills as they help others achieve their goals. Educators are aware that they often learn the most by teaching others. Mentors not only develop teaching skills, they also enhance their leadership abilities, counseling skills, and interpersonal communication skills.

Because the research literature indicates that first-year student interactions with mentors increase the likelihood of success in their academic, personal and social lives[1], a pilot peer mentoring program was established in the fall of 2002. Eight peer mentors were selected and trained to assist Jim Fulkerson in two large UC 175 classes. The peer mentors were responsible for meeting

[1] Terenzini, P.T., Pascarella. E.T., & Blimling, G.S. (1996). Students' out-of-class experiences and their influence on learning and cognitive development: A literature review. *Journal of College Student Development, 37(2), 149-162.*

with an assigned group of 20-25 students. At the end of the semester, two surveys were administered: "Student Evaluation of the Peer Mentoring Program" and "Peer Mentor Evaluation of the Program." The data from the student evaluation reflected positive outcomes. Among the items that were rated highly were having a peer mentor in the classroom made the transition from high school to college easier and seeking help or asking for advice from the peer mentor was preferred to asking the instructor. The Peer Mentor Evaluation of the Program survey showed that the mentors were satisfied with the experience, but the mentors also perceived a need for more in-depth training.

In the fall of 2003, 28 peer mentors were selected to assist 15 University Experience faculty. This time, peer mentors participated in 42 hours of training to help them learn how to be effective mentors. This training was provided in the form of weekly workshops. Once again, surveys were distributed to both the first-year students enrolled in the course and to the peer mentors. The results were consistent with the previous surveys. The students responded favorably to having a peer mentor in their classrooms. Based upon the results of the Peer Mentor survey, the University Experience Steering Committee determined that the workshop format was not fully conducive to generating in-depth discussion, developing mentoring skills, or practicing the techniques that they were trying to master. The peer mentors themselves suggested that a course, spread out over the length of a semester and involving standard teaching practices, would provide them with a better opportunity to develop their mentoring abilities.

Informal feedback suggests that the UCC 250C offered in the spring has been an appropriate format for the rigorous and extensive training that is necessary to prepare students to be effective mentors. Students deserve credit for undergoing this kind of learning experience.

At the current time, there is a similar course offered at WKU, UC 375, Seminar in Peer Mentoring. This class is for students of junior status. There are no courses offered at Bowling Green Community College to prepare students to become mentors, and the proposed course is intended to fill that gap.

2.2 Projected enrollment in the proposed course:
It is projected that about 25 students will enroll in the course each semester. This estimate is based on participating in the S.O.A.R. (Student ambassadOr leAdership pRogram) Program (fall 2005 and spring 2006).

The S.O.A.R. program places trained students (students that have made a B or better in UCC 250C) into a class to be Peer Mentor. The students have a positive and appropriate student-teacher relationship and want to go back to that class not only because they successfully completed the course but because they have a bond with that particular instructor. They will work with the assigned instructor as an Instructional Team to: provide students in the class a better academic experience, assist students with better understanding of the material, act as liaison between students and the instructor, communicate with students outside of class, contribute their success strategies/stories/experiences for that class and college in general and serve as a role model for academic,

co- curricular and leadership behaviors. The Peer Mentors are encouraged to choose a class that is considered a "first year" class (Strategic Plan, Page 7, Objective 4 for Goal 2) such as: University Experience (UCC 175C), Basic Algebra (DMA 055C), Intermediate Algebra (DMA 096), Fundamentals of Composition (DENG 055C), or Fundamentals of Public Speaking (SPCH 145C).

During the assigned semester the Peer Mentor will enroll in the proposed course, UCC 251C, Practicum in Peer Mentoring. Based on the IT contracts the responsibilities of the Peer Mentors will differ. An example of responsibilities for an University Experience Peer Mentor is: attend 28 of the 30 class meetings, set up bi-weekly study sessions in the Learning Assistance Center, co-teach at least two topics with his/her assigned Instructor, assist with class activities and assist in coordinating a civic engagement activity (Strategic Plan, page 2, Activity 1 for Objective 3, Goal 1).

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

The department currently has one course offering, UCC 175C University Experience. UCC 175C introduces first-year students to university life and promotes academic success, but there are no courses that focus on mentoring theories, practices and skills. The proposed course gives students an avenue for building upon the foundation provided in the UCC 175C curriculum. Students enrolled in UCC 250C are required to know and apply much of the information that they gained in UCC 175C while taking on a new role and developing new skills. Students enrolled in the course may be chosen to be assigned to a UCC 175C classroom or other first-year student settings in subsequent semesters or may be given other opportunities to be real-life mentors thus allowing them to be personal connectors to the university and community1.

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

There are several courses that touch upon various topics that are related to mentoring such as leadership:

LEAD 200 Introduction to Leadership - An introductory course to the basics of effective leadership.
REC 302 Recreation Leadership - A study of leadership in recreation, parks and other leisure oriented settings.
MIL 490 Military Leadership Seminar - courses designed to prepare ROTC students in effective leaders in military careers.

[1] McCauley, C.D., Moxley, R.S., & Velsor, E.V. (Eds.). (1998). *Center for creative leadership development.* San Francisco: Jossey-Bass.

The above courses focus on leadership development and are aimed at developing leadership skills in specific contexts, but they do not cover other essential components of mentoring. The Seminar in Peer Mentoring will provide students an opportunity to develop mentoring skills.

A number of departments, such as education, psychology, and communication offer courses that help students to learn teaching skills, counseling skills, and interpersonal skills, but none of these departments' course offerings provide all of the essential elements for preparing students to be peer mentors.

The Seminar in Peer Mentoring focuses on preparing peer mentors to work with university instructors, and first-year college students in various settings such as learning communities, learning (tutoring) services, resident life and student support services. Peer mentors must be knowledgeable on a wide range of topics that are not within the domain of any one course or department.

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

These are examples of similar courses offered at other universities:

Appalachian State University - US 3530-101 Peer Leader Seminar
Bowling Green State University - UNIV 202 Practicum in Orientation
University of South Carolina - EDU 520 The Teacher as Manager.

These courses prepare successful upper class and graduate student to become mentors in first-year student courses at the respective universities.
Seminar in Peer Mentoring provides opportunities for students to become mentors in UC-175C and in other departmental sections and it can also prepare students for peer mentoring opportunities in learning communities, tutoring services, resident life and other student support programs.

3. Discussion of proposed course

3.1 Course objectives:

Upon completion of the course, the student will be able to

- Trace the history of mentoring
- Explain the major theories of mentoring
- Recognize the changes that occur in the lives of young adults, especially those that occur as students make the transition from high school to college
- Prepare and execute lesson plans
- Explain the ethical standards peer mentors must follow
- Exhibit appropriate counseling techniques and interpersonal behaviors
- Support students in their efforts to develop effective learning strategies, clarify their values, adapt a healthy lifestyle, make wise academic choices, and promote an appreciation for diversity.

- Serve as a role model to their peers

3.2 Course content outline:

- History of mentoring
- Characteristics of effective mentoring
- Mentoring practices
- Designing a mentoring strategy
- Resources in the school and community
- Facilitating group discussions
- Developing rapport and building relationships
- Counseling techniques
- Applying college success strategies
- Helping others to set goals, use time wisely, and improve learning and communication skills
- Techniques to encourage critical thinking and problem solving abilities
- Counseling others using learning styles and personality inventories
- Promoting healthy lifestyles
- Informing students about the college curriculum
- Handling difficult situations and making referrals

3.3 Student expectations and requirements:

Evaluation of the student will be based upon all or the majority of the following:

- Regular class attendance and participation
- Completion of assigned readings
- Development of a personal mentoring plan
- Lesson plans construction
- Individual and group presentation(s)
- Role playing activities
- Perform satisfactorily on course quizzes and examinations
- Writing assignments

3.4 Tentative texts and course materials:

Zachary, L. J. (2000). *The mentor's guide: Facilitating effective learning relationships.* San Francisco: Jossey-Bass.

Sufficient quantities of these books will be purchased by the department and reused each semester unless a similar but improved textbook is identified or published.

4. Resources:

4.1 Library resources: Present collection and interlibrary loan is adequate. Additional resources are available in departmental library.

4.2 Computer resources: Present resources are adequate.

5. Budget implications:

5.1 Proposed method of staffing:
Existing Bowling Green Community College faculty will co-teach the course. No new faculty will be needed to make this course available. This will not require overload for any faculty member.

5.2 Special equipment needed:
This course will require no special equipment beyond that which is already utilized for comparable undergraduate level courses offered by the department.

5.3 Expendable materials needed: Normal classroom supplies

5.4 Laboratory supplies needed: None

6. Proposed term for implementation:

Spring 2007 (Full Semester Course)

7. Dates of prior committee approvals:

Academic Support Division	October 9, 2006
BGCC Curriculum Committee	October 10, 2006
University Curriculum Committee	
University Senate	

8. Course Inventory Form
Library Resource Availability Form
Bibliography

Proposal Date: 10/09/06

Bowling Green Community College
Department of Academic Support
Proposal to Create a New Course
(Action Item)

Contact Person: Ashley Chance **Email:** Ashley.Chance@wku.edu **Phone:** 58962
Heather Strode Heather.Strode@wku.edu 02584

1. Identification of proposed course

1.1 Prefix and number: UCC 251C
1.2 Title: Practicum in Peer Mentoring
1.3 Abbreviated title: Practicum in Peer Mentoring
1.4 Credit hours and contact hours: 1
1.5 Type of course: Practicum
1.6 Prerequisites:

UCC 250C with a grade of B or higher and instructor permission

1.7 Catalog course listing:

Supervised mentoring experience in an appropriate first-year student setting. Course will be graded pass/fail. Students may repeat this course up to a maximum of 3 credit hours.

2. Rationale

2.1 Reason for developing the proposed course:
Peer Mentors who have successfully completed UCC 250C Seminar in Peer Mentoring need a mentoring practicum to apply their knowledge of mentoring and demonstrate their mentoring abilities in assisting in first-year student. First year student programs typically offer one or more courses in mentoring. At this time there are no courses in mentoring that provide an opportunity for mentors to work with first-year-students. This course will provide students with an opportunity to mentor first-year students in a variety of settings.

2.2 Projected enrollment in the proposed course:
Twenty-five students based on student request during pilot studies.

2.3 The department currently has one course offering, UCC 175C that introduces first-year students to university life and promotes academic success and one proposed course offering. There are no practicum classes available for those desiring to apply their knowledge and experience in mentoring first-year students.

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

There are no courses in any discipline that provide an opportunity to mentor first-year students in first-year student settings. However, Leadership Studies offers a course, LEAD 200, which can correlate with UCC 251C and provide additional learning experiences for students interested in becoming mentors.

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

There are many institutions that offer peer leader or peer mentoring courses in their First-Year Experience programs. These courses are developed to assist successful upper class students in becoming mentors to first-year students, increasing matriculation and graduation rates and first-year student success. The following institutions offer such programs: Appalachian State, Bowling Green State, Cleveland State, Florida State, and South Carolina.

3 Discussion of proposed course:

3.1 Course objectives:

The student will be able to

- Apply the historical concepts and theories of mentoring in first-year student settings.
- Develop appropriate mentor-student relationships.
- Assist on sight director in facilitating appropriate program objectives.
- Demonstrate appropriate role model characteristics.
- Lead discussion and supervise activities with supervision.

3.2 Course content outline:

The content of this course varies depending upon the needs and abilities of individual peer mentors as well as to the assigned first-year student setting. UCC 251C will meet five times during the semester to discuss on-site requirements, relate experiences and or special concerns.

3.3 Student expectations and requirements:

Students will be expected to perform at a level commensurate with an upper-level undergraduate course. Students sign a contract with the appropriate first-year setting on-site coordinator. The contract will determine expectations and requirements of each peer mentor. A student evaluation will include both objective and subjective formats, and center around demonstrating knowledge and skills competencies in all content areas covered within UCC 250C Seminar in Peer Mentoring.

3.4 Tentative texts and course materials:

Tentative text and course materials will be assigned by the on-site coordinator.

4 Resources:

4.1 Library resources: Present collection and interlibrary loan is adequate. Additional resources are available in the departmental library.

4.2 Computer resources: Present resources are adequate.

5 Budget implications:

5.1 Proposed method of staffing:
Existing Bowling Green Community College faculty will teach the course. No new faculty will be needed to make this course available.

5.2 Special equipment needed:
This course will require no special equipment beyond that which is already utilized for comparable undergraduate level courses offered by the department.

5.3 Expendable materials needed: Normal classroom supplies

5.4 Laboratory supplies needed: None

6 Proposed term for implementation: Spring 2007

7. Dates if prior committee approvals:

Academic Support Division	October 9, 2006
BGCC Curriculum Committee	October 10, 2006
University Curriculum Committee	
University Senate	

8. Course Inventory Form
Library Resource Availability Form
Bibliography

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

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

DATE: October 26, 2006

FROM: OGDEN COLLEGE OF SCIENCE AND ENGINEERING CURRICULUM COMMITTEE

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

Type of Item	***Description of Item***
Consent	Revise Course Prerequisites/Corequisites CHEM 116, Introduction to College Chemistry Contact: Dr. Kevin Williams Kevin.williams@wku.edu 5-8899
Consent	Revise Course Prerequisites GEOG 317, Geographic Information Systems Contact: Dr. Jun Yan Jun.yan@wku.edu 5-5982
Consent	Revise Course Prerequisites GEOG 417, GIS Analysis and Modeling Contact: Dr. Jun Yan Jun.yan@wku.edu 5-5982
Consent	Revise Course Prerequisites GEOG 419, GIS Application Development Contact: Dr. Jun Yan Jun.yan@wku.edu 5-5982
Action	Revise Course Credit Hours CHEM 121, College Chemistry I Laboratory Contact: Kevin Williams@wku.edu 5-8899
Action	Multiple Revisions to a Course CHEM 120, College Chemistry I Contact: Dr. Kevin Williams Kevin.williams@wku.edu 5-8899
Action	Multiple Revisions to a Course GEOG 431, Dynamic Meteorology Contact: Dr. Greg Goodrich Gregory.goodrich@wku.edu 5-5986
Action	Multiple Revisions to a Course GEOG 432, Synoptic Meteorology Contact: Dr. Greg Goodrich

	Gregory.goodrich@wku.edu 5-5986
Action	Multiple Revisions to a Course GEOG 492, Spatial Analysis Contact: Dr. Jun Yan Jun.yan@wku.edu 5-8952
Action	Multiple Revisions to a Course MATH 116, College Algebra Contact: Linda Pulsinelli Linda.pulsinelli@wku.edu 5-6232 PULLED BY PROPONET
Action	New Course Proposal BIOL 240, Principles of Wildlife Ecology and Management, 3 hours Contact: Dr. Michael Stokes Michael.stokes@wku.edu 5-6009
Action	New Course Proposal CS 239, Problem Solving with Computational Techniques, 3 hours Contact: Dr. Uta Ziegler Uta.ziegler@wku.edu 5-2911
Action	New Course Proposal GEOG 433, Dynamic Meteorology II, 3 hours Contact: Dr. Greg Goodrich Gregory.goodrich@wku.edu 5-5986
Action	New Course Proposal GEOG 437, Mesoscale Meteorology, 3 hours Contact: Gregory.goodrich@wku.edu 5-5986
Action	New Course Proposal GEOG 438, Physical Meteorology, 3 hours Contact: Gregory.goodrich@wku.edu 5-5986
Action	New Course Proposal GEOG 443, Geographic Information Systems Databases, 3 hours Contact: Kevin Cary Kevin.cary@wku.edu 52981
Action	New Course Proposal MATH 099, Academic Support for Math 116E, 2 hours Contact: Linda Pulsinelli Linda.pulsinelli@wku.edu 5-6232 PULLED BY PROPONET
Action	New Course Proposal PHYS 337, Medical Imaging, 4 hours Contact: Dr. Wieb van der Meer Wieb.vandermeer@wku.edu 5-6205

Action	Revise a Program Major in Biochemistry, Ref. #519 Contact: Dr. Sigrid Jacobshagen Sigrid.jacobshagen@wku.edu 5-5994
Action	Revise a Program Minor in Biophysics, Ref. #329 Contact: Dr. Wieb van der Meer Wieb.vandermeer@wku.edu 5-6205
Action	Create a New Major Program Geographic Information Science Contact: Kevin Cary or Dr. Jun Yan Kevin.cary@wku.edu 52981
Action	Create a New Major Program Meteorology Contact: Dr. L. Michael Trapasso Michael.trapasso@wku.edu 5-2407

Proposal Date: 8/28/2006

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

Contact Person: Kevin Williams e-mail: kevin.williams@wku.edu Phone: -58899

1. Identification of course

1.1 Course prefix (subject area) and number: CHEM 116
1.2 Course title: Introduction to College Chemistry
1.3 Credit hours: 3

2. Current prerequisites/corequisites/special requirements:

Corequisites **:** MATH 096 or higher, except MATH 109

3. Proposed prerequisites/corequisites/special requirements:

Corequisites **:** MATH 116 or higher

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

CHEM 116 is designed to prepare students for success in CHEM 120. Thus, CHEM 116 emphasizes many areas of CHEM 120 with which students often have difficulty, such as dimensional analysis, stoichiometry, and the gas laws. Since students often struggle with the mathematics related to these areas, MATH 096 is an inadequate co-requisite. Furthermore, since CHEM 120 requires MATH 117 or higher, it is reasonable to expect that the students should complete MATH 116 or equivalent while taking CHEM 116. We expect that changing the pre-requisite to MATH 116 will lead to a greater student success in both CHEM 116 and CHEM 120.

5. Effect on completion of major/minor sequence: No effect

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Chemistry Department/Division	9/1/06
OCSE Curriculum Committee	9/7/06
General Education Committee	
University Curriculum Committee	
University Senate	

Attachment: **Course Inventory Form**

Proposal Date: 9/21/2006

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

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

1. **Identification of course**
   - 1.1 Course prefix (subject area) and number: GEOG 317
   - 1.2 Course title: Geographic Information Systems
   - 1.3 Credit hours: 3
2. **Current prerequisites:**
   GEOG 217 or permission of instructor

3. **Proposed prerequisites:**
   GEOG 217 with a grade of C or better, or permission of instructor.

4. **Rationale for the revision of course prerequisites:**
   Students who earn a grade lower than a C in GEOG 217 are not adequately prepared for GEOG 317 and typically fail the course.

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

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

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

Geography and Geology Department	9/20/2006
OCSE Curriculum Committee	10/12/2006
University Curriculum Committee	
University Senate	

Attachment: **Course Inventory Form**

Proposal Date: 9/21/2006

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

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

1. **Identification of course**
   - 1.1 Course prefix (subject area) and number: GEOG 417
   - 1.2 Course title: GIS Analysis and Modeling
   - 1.3 Credit hours: 3
2. **Current prerequisites:**
   GEOG 317 or permission of instructor

3 **Proposed prerequisites:**
GEOG 317 with a grade of C or better, or permission of instructor

4. **Rationale for the revision of course prerequisites:**
   Students who earn a grade lower than a C in GEOG 317 are not adequately prepared for GEOG 417 and typically fail the course.

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

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

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

Geography and Geology Department _____
9/20/2006

OCSE Curriculum Committee _____
10/12/2006

University Curriculum Committee _____
_____

University Senate _____
_____

Attachment: Course Inventory Form

Proposal Date: 9/11/2006

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

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

1. **Identification of course**
   - 1.1 Course prefix (subject area) and number: GEOG 419
   - 1.2 Course title: GIS Application Development
   - 1.3 Credit hours: 3
2. **Current prerequisites:**
   GEOG 417 and CS 226
3. **Proposed prerequisites:**
   GEOG 417 and CS 230
4. **Rationale for the revision of course prerequisites:**
   CS 226 is no longer offered by the Department of Computer Science; CS230 covers similar content as CS 226 and will adequately prepare students for GEOG 419.
5. **Effect on completion of major/minor sequence:** None
6. **Proposed term for implementation:** Fall 2007
7. **Dates of prior committee approvals:**

   Geography and Geology Department _____
   9/13/2006

   OCSE Curriculum Committee _____
   10/12/2006

   University Curriculum Committee _____
   _____

   University Senate
   _____

Attachment: **Course Inventory Form**

Proposal Date: 8/28/2006

Ogden College of Science and Engineering
Department of Chemistry
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Kevin Williams e-mail: kevin.williams@wku.edu Phone: 5-8899

1. ***Identification of course***
   1.1 Course prefix (subject area) and number: CHEM 121
   1.2 Title: College Chemistry I Laboratory
   1.3 Credit hours: 2

2. ***Proposed credit hours: 1***

3. ***Rationale for the revision of course credit hours:***
   Currently, CHEM 121 meets for three hours per week, which includes one hour of lecture and two hours of lab. The one hour of lecture will be moved into CHEM 120, which is a required co-requisite of CHEM 121 (and vice versa). Because the same faculty member does not usually teach both CHEM 120 and CHEM 121, this lecture hour can be more efficiently utilized at the discretion of the professor teaching the lecture course (CHEM 120). Because there is no change to the hours of CHEM 121 that are devoted to the laboratory investigations, this will not reduce the quality of laboratory experiments that will be carried out in CHEM 121. Removing the nomenclature material from CHEM 121 will also recover the laboratory experiment that was removed when the semester was shortened by one week.

4. ***Proposed term for implementation:*** *Fall 2007*

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

Chemistry Department/Division	9/1/06
OCSE Curriculum Committee	9/7/06
Professional Education Council	10/11/06
General Education Committee	
University Curriculum Committee	
University Senate	

Attachment: **Course Inventory Form**

Proposal Date:
8/28/2006

Ogden College Of Science And Engineering
Department of Chemistry
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Kevin Williams e-mail: kevin.williams@wku.edu Phone: -58899

1. Identification of Course

1.1 Course prefix (subject area) and number: CHEM 120
1.2 Course title: College Chemistry I
1.3 Credit hours: 3

2. Revise course prerequisites/corequisites/special requirements

2.1 Current prerequisites/corequisites:

Current Prerequisites: Satisfactory score on Chemistry Placement Exam
Current corequisites: CHEM 121, MATH 118 or a math ACT of at least 26.

2.2 Proposed prerequisites/corequisites:

Proposed Prerequisites: Satisfactory score on Chemistry Placement Exam or CHEM 116 with a grade of 'C' or better
Proposed corequisites: CHEM 121, MATH 117 or higher

2.4 Rationale for revision of course prerequisites and corequisites:

Because CHEM 116 is designed to prepare students for success in CHEM 120, completion of CHEM 116 with a grade of "C" or better should be sufficent for entry into CHEM 120. Because a large majority of students in CHEM 116 pass the placement exam upon re-taking it, it is unnecessary to have students take the exam a second time.

The math corequisite will be changed from MATH 118 or higher to MATH 117 or higher to reflect the MATH 116/117 option. We are removing the co-requisite of the math ACT score because the score corresponds to the older version of the ACT.

2.5 Effect on completion of major/minor sequence: No effect.

3. Revise course credit hours

3.1. Current course credit hours: 3
3.2 Proposed course credit hours: 4
3.3 Rationale for revision of course credit hours:

Currently, CHEM 121 meets for three hours per week, which includes one hour of lecture and two hours of lab. CHEM 120 meets for three hours per week, all of which are lecture hours. The one hour of lecture from CHEM 121 will be moved into CHEM 120, which is a required co-requisite of CHEM 121 (and vice versa). Because of the expansion of our program, the same faculty member does not typically teach both CHEM 120 and CHEM 121; consequently, the lecture hour can be more effectively utilized at the discretion of the professor teaching the lecture course (CHEM 120). Because there is no change to the hours of CHEM 121 that are devoted to the laboratory investigations, this will not reduce the quality of laboratory experiments that will be carried out in CHEM 121.

Futhermore, by moving nomenclature (currently taught in CHEM 121) into CHEM 120, the laboratory experiment that was removed when the semester was shortened by one week can be recovered.

4. Proposed term for implementation: *Fall 2007*

5. Dates of prior committee approvals:

Chemistry Department/Division 9/1/06

OCSE Curriculum Committee 9/7/06

Professional Education Council 10/11/06

General Education Committee

University Curriculum Committee

University Senate

Attachment: **Course Inventory Form**

Proposal Date: 8/22/2006

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

Contact Person: Greg Goodrich e-mail: gregory.goodrich@wku.edu Phone: -55986

1. Identification of Course

1.1 Course prefix (subject area) and number: GEOG 431
1.2 Course title: Dynamic Meteorology
1.3 Credit hours: 3

2. Revise course title

2.1. Current course title: Dynamic Meteorology
2.2 Proposed course title: Dynamic Meteorology I
2.3 Proposed abbreviated title: Dynamic Meteorology I
2.4 Rationale for revision of course title:

The course title is being revised as part of the proposal for the new B.S. in Meteorology program in the Department of Geography and Geology. The content of dynamic meteorology will be expanded and split into Dynamic Meteorology I and II to meet the standards of both the National Weather Service and the American Meteorological Society, both of which require a two-semester sequence of dynamic meteorology.

3. Revise course prerequisites

3.1 Current prerequisites:

GEOG 121, MATH 120, and PHYS 201

3.2 Proposed prerequisites: GEOG 121, MATH 327, and PHYS 260
3.3 Rationale for revision of course prerequisites:

The National Weather Service and American Meteorological Society both require that the two-semester dynamic meteorology sequence have three semesters of calculus and two semesters of physics as prerequisites.

3.4 Effect on completion of major/minor sequence: The revised Dynamic Meteorology I course will be part of the core course sequence of the proposed B.S. in Meteorology program.

4. Revise catalog course listing

4.1 Current catalog course listing:

Topics related to atmospheric motions at various spatial-temporal scales, including thermodynamics, vorticity, and mesocale circulation.

4.2 Proposed catalog course listing:

Introduction to large-scale dynamics of the Earth's troposphere focusing on fundamental topics, the basic governing equations of motion in the atmosphere, and dry thermodynamics.

4.3 Rationale for revision of catalog course listing:

Prior to the development of the proposal for the B.S. in Meteorology degree program, Dynamic Meteorology was the only advanced meteorology course and thus had a very broad scope. The new catalog listing emphasizes instruction in the basic governing equations of atmospheric motion.

5. Proposed term for implementation: Fall 2009

6. Dates of prior committee approvals:

Geography & Geology Department	9/20/2006
OCSE Curriculum Committee	10/12/2006
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date: 8/22/2006

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

Contact Person: Greg Goodrich e-mail: gregory.goodrich@wku.edu Phone: -55986

1. ***Identification of Course***
   1.1 Course prefix (subject area) and number: GEOG 432
   1.2 Course title: SYNOPTIC METEOROLOGY
   1.3 Credit hours: 3

2. ***Revise course prerequisites:***
   2.1 Current prerequisites:
   GEOG 121 AND MATH 122
   2.2 Proposed prerequisites: GEOG 121, MATH 327, AND PHYS 260
   2.3 Rationale for revision of course prerequisites:
   The course prerequisites are being revised as part of the proposal for the new B.S. in Meteorology program in the Department of Geography and Geology. The National Weather Service and American Meteorological Society both require that Synoptic Meteorology have three semesters of calculus and two semesters of physics as a prerequisite.
   2.4 Effect on completion of major/minor sequence: The revised Synoptic Meteorology course will be part of the core course sequence of the proposed B.S. in Meteorology program.

3. ***Revise catalog course listing***
   3.1 Current catalog course listing:
   Addresses the analysis and prediction of large-scale weather systems, such as extratropical cyclones and their associated fronts and jetstreams.

   3.2 Proposed catalog course listing:
   Addresses the analysis and prediction of large-scale weather systems, such as extratropical cyclones, fronts and jet streams through the application of fundamental dynamical concepts of meteorology.
   3.3. Rationale for revision of catalog course listing:
   The new catalog course listing indicates the emphasis on using the fundamental dynamic concepts of meteorology which reflects the more rigorous mathematical foundation of the course.

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

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

   Geography and Geology Department 9/20/2006

   OCSE Curriculum Committee
   10/12/2006

University Curriculum Committee _____

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University Senate _____

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Attachment: **Course Inventory Form**

Proposal Date: 9/10/2006

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

Contact Person: Jun Yan e-mail: jun.yan@wku.edu Phone: -58952

1. ***Identification of Course***
   - 1.1 Course prefix (subject area) and number: GEOG 492
   - 1.2 Course title: Spatial Analysis
   - 1.3 Credit hours: 3

2. ***Revise course title***
   - 2.1 Current course title: Spatial Analysis
   - 2.2 Proposed course title: Advanced Spatial Analysis
   - 2.3 Proposed abbreviated title: Advanced Spatial Analysis
   - 2.4 Rationale for revision of course title:
     GEOG 417 covers the basic spatial analysis topics in a GIS context. This upper- level course focuses on more advanced spatial quantitative methods commonly used in the fields of geoscience.

3. ***Revise course prerequisites***
   - 3.1 Current prerequisites:
     GEOG 300, GEOG 391
   - 3.2 Proposed prerequisites: GEOG 300, GEOG 391, and GEOG 417
   - 3.3 Rationale for revision of course prerequisites:
     Students need to understand the material presented in GEOG 417 in order to succeed in GEOG 492.
   - 3.4 Effect on completion of major/minor sequence: None

4. ***Revise catalog course listing***
   - 4.1 Current catalog course listing:
     History and philosophy of spatial analysis. Applications of spatial analytical techniques in an interactive computer-based environment.
   - 4.2 Proposed catalog course listing:
     History and philosophy of spatial analysis. Applications of advanced spatial analytical techniques in an interactive GIS-based environment.
   - 4.3 Rationale for revision of catalog course listing:
     This course will focus primarily on more advanced spatial analytical methods, beyond those topics addressed in either GEOG 391 or GEOG 417, including kriging, surface interpolation, and other methods. GIS-based spatial analysis has now replaced traditional computer-based spatial analysis (SPSS or S+) in most geography programs because of the visual nature of GIS mapping.

5. ***Proposed term for implementation: Fall 2007***

6. Dates of prior committee approvals:

Geography and Geology Department 9/13/2006

OCSE Curriculum Committee
10/12/2006

University Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 9/11/2006

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

Contact Person: Michael Stokes e-mail: michael.stokes@wku.edu Phone: 5-6009

1. Identification of proposed course

1.1 Prefix and number: BIOL 240
1.2 Title: Principles of Wildlife Ecology and Management
1.3 Abbreviated title: Princ Wildlife Ecol and Mgmt
1.4 Credit hours and contact hours: 3.0
1.5 Type of course: L (Lecture)
1.6 Prerequisites: Biol 120, Biol 121, Biol 122, Biol 123; or, permission of instructor
1.7 Catalog course listing:

Examination of the principles of wildlife ecology and management, including population regulation, habitat management, wildlife diseases and conservation. Primarily for those interested in a career involving wildlife.

2. Rationale

2.1 Reason for developing the proposed course:

The Kentucky Department of Fish and Wildlife now requires applicants for their wildlife-related positions to meet course requirement for Certified Wildlife Biologist as defined by The Wildlife Society. Other state wildlife agencies also have this stipulation for applicants. Our current curriculum is deficient in the wildlife management credit hours available to our students. This course is proposed in direct response to this new requirement.

2.2 Projected enrollment in the proposed course:

We anticipate 25 students per year in this course based upon informal surveys of our students and the the number of students in our program who wish to enter a wildlife-related field.

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

There is little overlap between this course and others in the Department of Biology. However, the applied nature of this course will complement Biol 315 (Ecology) which is primarily a theoretical course, and Biol 459 (Mammalogy) which focuses on taxonomy and evolution of wildlife. It will also complement our Biol 485 course, a practical field biology experience taught as a study abroad course in South Africa and concentrating on both practical wildlife techniques and international issues in wildlife management.

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

There is no overlap between this course and those offered in other departments. Wildlife management positions generally require a degree in biology or in wildlife management, and such courses are always within those departments

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

This is a basic principles course in wildlife management and is a standard offering at most universities with a degree program in wildlife management or in biology with a wildlife emphasis. In Kentucky, EKU offers a similar course as Biol381, Principles of Wildlife Management, and Murray State offers Bio580, Principles of Wildlife Management. Because our Department of Biology has taken an approach that allows students to specialize early in their undergraduate careers, and because this course leads naturally into the courses mentioned in section 2.3, we prefer to offer it at the 200-level. Among our benchmarks, similar courses are offered at Central Missouri State University (BIOL 3721), Ball State (Zool483), and Indiana State (ECOL 458).

3. Discussion of proposed course

3.1 Course objectives:

To familiarize students with the principles of wildlife ecology, management and conservation.
To provide the basic knowledge in wildife management needed by students interested in pursuing internships or employment in the area of wildlife conservation and management.
To provide a course required for Professional Wildlife Biologist certification by The Wildlife Society.

3.2 Content outline:

- History of wildlife management
- Why wildlife must be managed
- Wildlife in ecological context
- An introduction to population ecology
- Animal behavior and management
- Wildlife habitats and management
- Harvesting of wildlife
- Zoonoses
- Wildlife and society
- Wildlife conservation

3.3 Student expectations and requirements:

Students will attend lectures and display mastery of the material through exams and production of a term paper.

3.4 Tentative texts and course materials:

Bolen, E. and W. Robinson. 2003. Wildlife ecology and management. 5th ed. Prentice Hall, New Jersey, 634 pp.
Other readings as assigned.

4. Resources

4.1 Library resources:

See attached bibliography and library resource form.

4.2 Computer resources:

Open student computer labs are adequate.

5. Budget implications

5.1 Proposed method of staffing:

Regular faculty

5.2 Special equipment needed:
None
5.3 Expendable materials needed:
None
5.4 Laboratory supplies needed:
None

6. Proposed term for implementation: *Winter, 2006*

7. Dates of prior committee approvals:

Biology Department _____

OCSE Curriculum Committee _____
10/12/06

University Curriculum Committee _____

University Senate _____

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

Contact Person: Uta Ziegler, uta.ziegler@wku.edu, 745-2911

1. **Identification of proposed course**

1.1 Prefix and number: CS 239

1.2 Title: Problem Solving with Computational Techniques

1.3 Abbreviated title: Prob Solving Comp Tech

1.4 Credit Hours and Contact Hours: 3 credit hours, 3 contact hours

1.5 Type of Course: C, lecture/lab

1.6 Prerequisites: Math 117 or higher

1.7 Catalog course listing:
Solving engineering problems using computational techniques. Topics include problem definition, algorithm development, flowcharting, input/output and structured programming. (May count as 1.5 hours towards a major/minor in Computer Science).

2. **Rationale**

2.1 Reason for developing the course
The course is designed to support electrical engineering students' growing need to be able to solve engineering problems using computational techniques and skills. Electrical engineering programs must demonstrate that graduates have knowledge of computer science necessary to analyze and design complex systems. The course is designed to contain a built-in lab; about one-third of the class time will be spent in a computer lab. This will be a required course for electrical engineering students, generally taken during the freshman or sophomore year. This course will be a prerequisite for EE 285 (Introduction to Industrial Automation) for electrical engineering students.

2.2 Projected enrollment in the proposed course:
This course will have approximately 10-25 students per offering, based on the number of electrical engineering students.

2.3 Relationship of the course to other courses of the program offered in the department. There are several courses offered on campus that introduces computational techniques including CS 240 (Computer Science I), CS 245 (Introduction to a Computer Programming Language), and CS/CIS 226 (Introduction to Visual Programming). However these courses are not designed

to apply computational techniques to solving engineering problems. In addition, none of the more in-depth courses (CS 240, CS/CIS226) is offered using the C programming language requested by the Engineering Department.

2.4 Relationship of the course to courses offered in other departments. Please see response to item 2.3 for description.

2.5 Relationship of the course to courses offered elsewhere
Electrical engineering programs at other institutions offer similar courses in problem solving using computational techniques. They include:

Tennessee Tech	ENGR 1120 Programming for Engineers
University of Massachusetts	ECI 119 C/Fortan Programming for Engineers
Penn State	CMPSC 201 Computer Programming for Engineers
University of Louisville	EAC 104 Computer Algebra for Engineers
Georgia Southern	ENGR 1631 Computing for Engineers

3. **Description of proposed course**

3.1 Course Objective

This is a course in introductory problem-solving and programming techniques that introduces students to computers and computer programming. The main objective of this course is to provide students with program development and implementation to make it possible to solve engineering problems using a procedure-oriented programming language.

3.2 Course Outline

- Understanding, analyzing, and solving engineering problems using a step-wise refinement process.
- Solving a simple real world-engineering problem using computational techniques.
- Data types, constants, and variables
- Pseudocode
- Flow charts
- Branching and case selections
- Loop structures
- Reading and writing files
- Functions
- Use of existing external libraries
- Structures and pointers

3.3 Student expectations and requirements

Students are required to attend class and complete homework, examinations, and projects. The students' grades will be based upon their performance of the above assignments.

3.4 Tentative texts and course materials:

The anticipated text for this course will be:

C for Scientists and Engineers, by Richard Johnsonbaugh and Martin Kalin, ISBN: 0-02-361136-7, Prentice Hall, 1997.

or

Engineering Problem Solving with C, by Delores M. Etter,
ISBN: 0-13-142971-X, Prentice Hall, 2005

Additional material will be developed as a course handout to supplement the above text.

4. **Resources**

4.1 Library resources:

See attached library resource form.

No additional computer resources beyond will be required.

5. **Budget implications:**

5.1 Proposed method of staffing

Existing faculty will teach this course.

5.2 Special equipment needed

The Department of Computer Science has a sufficient inventory of equipment to deliver the required courses.

5.3 Expendable materials needed

No expendable materials needed.

5.4 Laboratory supplies needed

No laboratory supplies will be needed for this course.

6. **Proposed term for implementation**

Spring 2007

7. **Dates of prior committee approvals**

Department of Computer Science	2/14/2006
Ogden College Curriculum Committee	10/12/2006
University Senate Curriculum Committee	_____
University Senate	_____

Proposal Date: 8/24/2006

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

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

1. Identification of proposed course

1.1 Prefix and number: GEOG 433
1.2 Title: Dynamic Meteorology II
1.3 Abbreviated title: Dynamic Meteorology II
1.4 Credit hours: 3
1.5 Type of course: L (Lecture)
1.6 Prerequisites: GEOG 431
1.7 Catalog course listing:

Analysis of phenomena related to large scale dynamics of the Earth's troposphere including thermodynamics, elementary applications of the basic equations, and circulation and vorticity.

2. Rationale

2.1 Reason for developing the proposed course:

This course is being developed as part of the new curriculum for the proposed B.S. in Meteorology program in the Department of Geography and Geology. The National Weather Service and American Meteorological Society standards both require a two-semester sequence in dynamic meteorology. This course represents the second semester of the sequence. Dynamic meteorology involves the understanding of the basic equations of motion in the atmosphere and is a foundational course for other advanced meteorology courses. The rigorous mathematical background is needed for understanding of the course material.

2.2 Projected enrollment in the proposed course:

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

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

This course will build upon the concepts introduced in Dynamic Meteorology I.

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

There are no courses offered at Western that are similar to or related to Dynamic Meteorology II.

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

Every university that offers a B.S. degree in Meteorology must offer a two-semester sequence of dynamic meteorology. This includes schools such as Ball State University, Western Illinois University, and Valparaiso University.

3. Discussion of proposed course

3.1 Course objectives: Dynamic Meteorology II Students will analyze theoretical applications of the basic governing equations of the atmosphere in order to understand atmospheric circulation. These applications include moist thermodynamics, balanced flow, vorticity, potential vorticity and instability.

3.2 Content outline:

Section One: Instability
- Thermodynamic energy equation
- Thermodynamics of a dry atmosphere
- Thermodynamics of a moist atmosphere

Section Two: Applications of the Basic Equations
- Balanced flow
- Intertial flow
- Cyclostrophic flow
- Gradient flow
- Geostrophic flow

Section Three: Circulation and Vorticity
- Circulation theorems
- Vorticity
- Stretching and tilting
- Potential vorticity

Section Four: Planetary Boundary Layer
- Turbulence
- Ekman layer
- Secondary circulations

3.3 Student expectations and requirements:

Grades will consist of two mid-term exams over lecture discussions and textbook readings (50%), a final exam (25%), and homework sets (25%)

3.4 Tentative texts and course materials:

Holton, J. R., 2004: An Introduction to Dynamic Meteorology, 4th ed., Academic Press, 535 pp.

Bluestein, H. B., 1992: Synoptic-dynamic meteorology in midlatitudes. Vol I. Oxford University Press, 431 pp.

Bluestein, H. B., 1992: Synoptic-dynamic meteorology in midlatitudes. Vol II. Oxford University Press, 579 pp.

4. Resources

4.1 Library resources:

See attached library resource form and bibliography.

4.2 Computer resources:

No new additional resources required.

5. Budget implications

5.1 Proposed method of staffing:

Existing faculty will teach this course.

5.2 Special equipment needed:

None.

5.3 Expendable materials needed:

None.

5.4 Laboratory supplies needed:

None.

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

7. Dates of prior committee approvals:

Geography and Geology Department	9/20/2006
OCSE College Curriculum Committee	10/12/2006
University Curriculum Committee	
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/24/2006

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

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

1. Identification of proposed course

1.1 Prefix and number: GEOG 437
1.2 Title: Mesoscale Meteorology
1.3 Abbreviated title: Mesoscale Meteorology
1.4 Credit hours: 3
1.5 Type of course: L (Lecture)
1.6 Prerequisites: GEOG 121, MATH 327, and PHYS 260
1.7 Catalog course listing:

Addresses the analysis and prediction of convective and mesoscale phemonema, such as mesoscale convective systems, severe thunderstorms, tornadoes, and hurricanes.

2. Rationale

2.1 Reason for developing the proposed course:

This course is being developed as part of the new curriculum for the proposed B.S. in Meteorology program in the Department of Geography and Geology. The National Weather Service and American Meteorological Society standards both require a course in mesoscale meteorology. This course emphasizes the analysis and prediction of atmospheric phenomena such as tornadoes, thunderstorms, and hurricanes. The rigorous mathematical background is needed for understanding of the course material.

2.2 Projected enrollment in the proposed course:

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

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

The department currently offers Weather Analysis and Forecasting (GEOG 424) that covers these some of these phenomena in a non-quantitative way.

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

There are no courses offered at Western that are similar to or related to Mesoscale Meteorology.

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

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

3. Discussion of proposed course

3.1 Course objectives:

Mesoscale Meteorology students will analyze the structure, evolution, dynamics, and prediction of convective and mesoscale phenomena such as tornadoes, thunderstorms, and hurricanes in order to develop knowledge necessary to forecast their occurence.

3.2 Content outline:

Section One: Introduction to Mesoscale Meteorology

- Thermodynamic diagrams
- Stability indices
- Radar and satellite interpretation
- Planetary boundary layer

Section Two: Convective Systems

- Single-cell thunderstorms
- Multicell thunderstorms
- Mesoscale convective systems
- Supercell thunderstorms

Section Three: Severe Weather Events

- Hailstorms
- Severe straight line winds
- Flash flooding
- Tornadic thunderstorms
- Hurricanes

Section Four: Prediction of Mesoscale Events

- Mesoscale models
- Severe weather forecasting

3.3 Student expectations and requirements:

Exams based on textbook readings and lecture material. Periodic assignments that apply discussion material in lecture to case studies. Daily map discussions of mesoscale conditions over central United States.

3.4 Tentative texts and course materials:

Bluestein, H. B., 1992: Synoptic-dynamic meteorology in midlatitudes. Vol I.
Oxford University Press, 431 pp.
Bluestein, H. B., 1992: Synoptic-dynamic meteorology in midlatitudes. Vol II. Oxford University Press, 579 pp.
Doswell III, C. A., 2001: Severe convective storms. American Meteorological Society, 561 pp.
Ray, P. S., 1986: Mesoscale Meteorology & Forecasting. American Meteorological Society, 793 pp.

4. Resources

4.1 Library resources:

See attached library resource form and bibliography.

4.2 Computer resources:

Meteorological visualization software such as GEMPAK or Digital Atmosphere.

5. ***Budget implications***

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

5.2 Special equipment needed:
None.

5.3 Expendable materials needed:
None.

5.4 Laboratory supplies needed:
None.

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

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

Geography and Geology Department 9/20/2006

OCSE College Curriculum Committee 10/12/2006

University Curriculum Committee

University Senate

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/24/2006

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

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

1. Identification of proposed course

1.1 Prefix and number: GEOG 438
1.2 Title: Physical Meteorology
1.3 Abbreviated title: Physical Meteorology
1.4 Credit hours: 3
1.5 Type of course: L (Lecture)
1.6 Prerequisites: GEOG 121, MATH 327, and PHYS 260
1.7 Catalog course listing:

Addresses the microscopic processes related to cloud formation, radiative transfer, precipitation processes, and dry and moist thermodynamics.

2. Rationale

2.1 Reason for developing the proposed course:

This course is being developed as part of the new curriculum for the proposed B.S. in Meteorology program in the Department of Geography and Geology. The National Weather Service and American Meteorological Society standards both require a course in physical meteorology. This course involves the processes that provide the foundational knowledge for air pollution meteorology, cloud physics, thermodynamics, and hydroclimatology. The rigorous mathematical background is needed for understanding of the course material.

2.2 Projected enrollment in the proposed course:

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

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

The department currently offers Physical Climatology (GEOG 422) that covers macroscale phenomena related to the various fluxes of the Earth's energy balance and the distribution of climate zones. Physical Meteorology differs in that it deals with microscale phenomena related to weather.

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

There are no courses offered at Western that are similar to or related to Physical Meteorology.

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

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

3. Discussion of proposed course

3.1 Course objectives:

Physical Meteorology students will gain understanding of the fundamentals of cloud microphysics, radiative transfer, precipitation processes and dry and moist thermodynamics.

3.2 Content outline:

Section One: Radiative transfer

- Solar constant
- Absorption and emission
- Atmospheric and cloud radiative properties
- Net radiation

Section Two: Atmospheric Moisture

- Humidity definitions
- Energy and latent heat
- Adiabatic processes
- Intro to thermodynamics

Section Three: Cloud Microphysics

- Nucleation of cloud droplets
- Growth by diffusion
- Growth by collision-coalescence
- Growth of ice particles (Bergeron-Findeisen)

Section Four: Atmospheric Optics

- Clear-sky phenomena
- All-liquid cloud phenomena
- Ice-cloud phenomena

3.3 Student expectations and requirements:

Grades will consist of two mid-term exams over lecture discussions and textbook readings (50%), a final exam (25%), and homework sets (25%)

3.4 Tentative texts and course materials:

Arya, S. P., 2001: Introduction to Micrometeorology. Academic Press, 450 pp.

Hess, S. L., 1979: Introduction to Theoretical Meteorology. Krieger Publishing Co., 362 pp.

Houghton, H. G., 1985: Physical Meteorology. MIT Press, 452 pp.

4. Resources

4.1 Library resources:

See attached library resource form and bibliography.

4.2 Computer resources:

No new additional resources required.

5. Budget implications

5.1 Proposed method of staffing:

Existing faculty will teach this course.

5.2 Special equipment needed:

None.

5.3 Expendable materials needed:

None.

5.4 Laboratory supplies needed:

None.

6. ***Proposed term for implementation:*** *Fall, 2009*

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

Geography & Geology Department	9/20/2006
OCSE College Curriculum Committee	10/12/2006
University Curriculum Committee	
University Senate	

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 9/13/2006

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

Contact Person: Kevin Cary e-mail: kevin.cary@wku.edu Phone: 5-2981

1. Identification of proposed course

1.1 Prefix and number: GEOG 443
1.2 Title: Geographic Information Systems Databases
1.3 Abbreviated title: GIS Databases
1.4 Credit hours: 3
1.5 Type of course: L (Lecture)
1.6 Prerequisites: CS 230 and GEOG 417; or permission of instructor
1.7 Catalog course listing:

An introduction to the concepts and principles of GIS database planning, design, implementation, and administration. Focuses on state-of-the-art GIS database software and spatial database engine software used in conjunction with relational database management systems. (Course fee required.)

2. Rationale

2.1 Reason for developing the proposed course:

Geographic Information Systems technology has expanded rapidly over the past decade. Students need more comprehensive exposure to the various techniques, opportunities, and career paths in GIS. The proposed course supports the WKU mission statement to produce nationally and globally competitive graduates by providing advanced training in GIS Databases.

2.2 Projected enrollment in the proposed course:

The projected enrollment for this course is 10-15 students per course offering, consisting mainly of students from the Department of Geography and Geology and GIS professionals within WKU's service area.

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

This course builds on the existing courses that provide general training in geographic information systems (e.g., GEOG 217 and 317), complements many other topical and technique courses (e.g., GEOG 417, 418, and 419), and supports advanced courses in planning, environment, and geoscience (e.g., GEOG 391, 423, 474, 477, 488, and 520).

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

There are no courses offered at Western that address GIS databases. Courses in the Computer Science program address information technologies such as database management systems, but do not address GIS specifically. This course may be appropriate for students in the Computer Science or Computer Information Systems Departments.

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

Universities across the U.S. offer courses in database management systems, yet few are GIS based, as they are primarily oriented to computer science majors. This is a cutting-edge area of study that few GIS programs have yet to address. WKU will have the first such course in the Commonwealth.

3. Discussion of proposed course

3.1 Course objectives:

- Develop familiarity with the theory of and design for GIS Databases.
- Develop an understanding of issues and steps involved in implementing and managing an GIS databases.
- Develop competency using various technologies for creating, disseminating, and analyzing GIS data in GIS databases.

3.2 Content outline:

ESRI Geodatabase Model.

- Creating, editing and managing geodatabases
- Geodatabase properties, methods and behavior
- Creating, editing and managing geodatabase features
- Creating, editing and managing geodatabase topology

ArcSDE (Spatial Database Engine)

Microsoft Access & SQL Express software

- Single-user editing
- Multi-user editing

3.3 Student expectations and requirements:

Students will be expected to demonstrate proficiency through assignments, examinations, and special projects. Project assignments will require a presentation and a written report. Students will be introduced to and become competent with ESRI's Geodatabases.

3.4 Tentative texts and course materials:

The anticipated texts for the course will be:

Modeling our World, Michael Zeiler, ESRI Press, 1999

ArcGIS 9 Geodatabase Workbook, Bob Booth, Jeff Shaner, Andy MacDonald, Phil Sanchez and Rhonda Pfaff, ESRI Press, 2004

ArcGIS 9 Building a Geodatabase, Andrew Macdonald, ESRI Press, 2004

Designing Geodatabases: Case Studies in GIS Data Modeling, David K. Arctur and Michael Zeiler, ESRI Press, 2004.

Additional material will be developed as a course handout to supplement the above text.

4. Resources

4.1 Library resources:

See attached library resource form and bibliography.

4.2 Computer resources:

The resources available at the WKU Department of Geography and Geology are adequate for the proposed course

5. ***Budget implications***

5.1 Proposed method of staffing:

The course will be delivered by existing faculty. The course will be required for the GIS program and will not require staffing beyond that presently in place.

5.2 Special equipment needed:

The Geography and Geology Department is committed to securing and maintaining for this course the necessary state-of-the-art GIS software, which will carry a campus-wide license and be available to students in the GIS labs.

5.3 Expendable materials needed:

Course fee covers materials required for map printing and other GIS-related materials.

5.4 Laboratory supplies needed:

Course fee covers any supplies needed.

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

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

Geography and Geology Department 9/13/2006

OCSE College Curriculum Committee 10/12/2006

University Curriculum Committee

University Senate

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 12, 2006

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

Contact Person: Linda Pulsinelli Linda.pulsinelli@wku.edu 745-6232

1. Identification of proposed course:

.1 Course prefix (subject area) and number: MATH 099
.2 Course title: Academic Support for Math 116E
.3 Abbreviated course title: Ac Support for Math 116E
1.4 Credit hours and contact hours: 2.0 credit hours; 2.0 contact hours
1.5 Type of course: A (Applied Learning)
1.6 Co-requisites: MATH 116E
Additional Special Requirement: Students who withdraw from Math 116E must also withdraw from Math 099.
1.7 Course catalog listing:
Provides supervised sessions in which students work individually or in groups to complete supplementary assignments or projects; may include assistance with text-specific online homework and graphing calculators. The student's grade in Math 099 will match his/her grade in Math 116E. Credit for Math 099 is not applicable toward a baccalaureate degree.

2. Rationale:

2.1 Reason for developing the proposed course:
The academic support portion of Math 116E (enhanced College Algebra) is currently incorporated into the course itself, which meets nine times every two weeks for three hours of credit. Although we do not wish students to receive more that three hours of baccalaureate credit for College Algebra, we would like to assign two hours of developmental credit to the support component to more accurately reflect the students' actual time commitment.
2.2 Projected enrollment in the proposed course:
About 800 students per year, based on current enrollment in Math 116E.
2.3 Relationship of the proposed course to courses now offered by the department:
This course supplements the lectures in Math 116E. It is intended to provide additional assistance to the marginal College Algebra student.
2.4 Relationship of the proposed course to courses offered in other departments:
Because it is tied specifically to Math 116E, Math 099 is not related to courses in any other department.
2.5 Relationship of the proposed course to courses offered in other institutions:

Schools throughout the KCTCS system offer MT 100: College Algebra Workshop, a similar course that "provides parallel and supplemental review of algebra skills needed for college algebra…[The course is] for students who are also enrolled in MT 150 [College Algebra]."

3. Discussion of proposed course:

3.1 Course objectives:
Through participation in Math 099, students will gain more competence in the skills needed to succeed in College Algebra. The reinforcement and assistance provided by the instructor in a structured program of support will help prevent students from failing to complete the course.

3.2 Content outline:
Review of algebra concepts
Graphs, functions and models
Polynomial equations and inequalities
Polynomial and rational functions
Exponential and logarithmic functions
Systems of equations

3.3 Student expectations and requirements:
Students will be expected to attend all class meetings and to complete all assignments from the lecture or support sessions. The student's grade in Math 099 will match his or her grade in Math 116E.

3.4 Tentative texts and course materials:
College Algebra, Graphs and Models, by Bittinger, Beecher, Ellenbogen and Penna, 2006, Pearson-Addison Wesley

4. Resources:

4.1 Library resources:
None required

4.2 Computer resources:
The online homework is accessible on campus in open computer laboratories.

5. Budget implications:

5.1 Proposed method of staffing:
Current faculty who teach Math 116E will also teach corresponding sections of Math 099.

5.2 Special equipment needed:
None

5.3 Expendable materials needed:
None

5.4 Laboratory materials needed:
None

6. Proposed term for implementation: Fall 2007

7. Dates of prior committee approvals:

Mathematics Department:	September 29, 2006
OCSE Curriculum Committee	October 12, 2006
University Curriculum Committee	_____
University Senate	_____

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

Proposal Date 8/21/06

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

Contact Person: Wieb van der Meer, wieb.vandermeer@wku.edu, 745-6205

1. Identification of proposed course

1.1 Prefix and number:
PHYS 337

1.2 Title:
Medical Imaging

1.3 Abbreviated title:
Medical Imaging

1.4 Credit hours and contact hours:
4 (3 hours lecture and 1 hr lab)

1.5 Type of course:
C

1.6 Prerequisites, corequisites and/or special requirements:
Prerequisites: BIOL 120, 121 AND MATH 126 AND (PHYS 231, 332 OR PHYS 250, 260, 270)

1.7 Catalog course listing:
An introduction to the fundamental and quantitative principles underlying major medical imaging techniques.

2. Rationale

2.1 Reason for developing the proposed course:
There is a growing interest in medical imaging. A course in medical imaging will be beneficial for premedical students because it allows them to understand the principles of imaging techniques they will need to use later in their profession. The proposed course is also of interest to physics majors who are interested in pursuing a career in medical physics.

2.2 Projected enrollment in the proposed course: About 10 students each Spring, based upon enrollment of one-time trial basis (Spring 2006)

2.3 Relationship of the proposed course to courses now offered by the department:
The course PHYS 431, Radiation Biophysics, complements the proposed course. PHYS 431 focuses on physical and biological aspects of radiation. The proposed

course reviews relevant forms of radiation, but is concerned with the principles of how these forms of radiation can be used to generate relevant images.

2.4 Relationship of the proposed course to courses offered in other departments:
ENV 430 (Radiological Health) and ENV 435 (Radiological Health Laboratory) are concerned with concepts discussed in the proposed course. However, ENV 430 and ENV 435 are concerned with detection, dosimetry, protection and health effects of radiation, whereas in PHYS337 we are interested in using radiation for imaging.

2.5 Relationship of the proposed course to courses offered in other institutions:
Institutions with programs in medical physics or radiology offer courses dealing with similar topics. Examples are: MP 230 "Medical Imaging Physics" at Duke University, MI 321 a,b "Physical Principles of Imaging I and II" at Emory University, and MP 573 "Imaging in Medicine" at the University of Wisconsin.

3. Discussion of proposed course

3.1 Course objectives:
Develop a quantitative understanding of the principles underlying relevant imaging techniques such as Computed Tomography and Medical Resonance Imaging.

3.2 Content outline:

- The electromagnetic spectrum, photons, energy, wavelengths; biological effects of different forms of radiation.
- Tomography; digital representation of images, pixels and voxels.
- Understanding NMR and MRI, spin, larmorfrequency, T_1 and T_2.
- Principles of ultrasound imaging. echo, reflection, doppler ultrasound.
- Other (lesser known) imaging techniques. thermography, electrocardiography, electroencephalography and their magnetic analogs; fluoroscopy, tissue impedance imaging.
- Imaging at the cellular and subcellular level; scanning probe techniques.

Labs, hands-on exercises and trips:

- X-ray imaging at Western Kentucky Diagnostic Imaging Center
- Curve fitting with IGOR-PRO
- Attenuation coefficient of electromagnetic raidation
- Tomography with absorption spectroscopy
- Compton scattering
- Beta decay
- X-ray fluorescence
- Photo-electric effect
- Atomic force microscopy
- Hurter and Driffield curve
- ROC analysis in medical imaging

3.3 Student expectations and requirements:
Homework assignments will be given regularly. Tests will include problem solving and essay questions. The course will also involve laboratory exercises and field trips (see Section 3.2) to Western Kentucky Diagnostic Imaging Center in Bowling Green.

3.4 Tentative texts and course materials:
The Essential Physics of Medical Imaging, 2nd edition, J.T. Bushberg, J.A. Seibert, E.M. Leidholdt and J.M. Boone, Lippincott, Williams & Wilkins, 2002.

4. Resources

4.1 Library resources:
Wolbarst, A.B. "Physics of Radiology" Norwalok, Conn. Appleton & Lange, 1993.
Hendee, W.R., and E.R. Ritenour. "Medical Imaging Physics", 3rd Ed. St. Louis, Missouri: Mosby Year Book, 1992.
Webb, S., Ed. "The Physics of Medical Imaging" Bristol and Philadelphia: Adam Hilger, 1988.
Also see Library Resources Form.

4.2 Computer resources:
Existing computers in the department are adequate for this course

5. Budget implications

5.1 Proposed method of staffing:
The course will be taught by existing staff.
5.2 Special equipment needed:
None
5.3 Expendable materials needed:
Negligible
5.4 Laboratory supplies needed:
Laboratory supplies are available in the department for most of the experiments. However, for one experiment to be performed at the Western Kentucky Diagnostic Imaging Center in Bowling Green modest supplies are needed. These will be covered by a lab fee of about $10 per semester per student.

6. Proposed term for implementation: Spring 2007.

7. Dates of prior committee approvals:

Department of Physics and Astronomy September 29, 2006

Ogden College Curriculum Committee October 12, 2006

University Curriculum Committee _____

University Senate _____

Proposal Date:
3/28/06

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

Contact Person: Sigrid Jacobshagen e-mail: sigrid.jacobshagen@wku.edu Phone: 5-5994

1. Identification of program

1.1 Reference Number: 519
1.2 Current Program Title: Major in Biochemistry
1.3 Credit hours: 60

2. Identification of the proposed changes:

One Lecture/Lab Course Substitution:

BIOL 226/227 Microbial Biology and Diversity & Lab (3/1 hrs) replaces former
BIOL 309/310 Bacteriology & Lab (3/1 hrs)

One Lecture/Lab Course Change from Elective to Required Course:

BIOL 220/221 Introduction to Molecular and Cell Biology & Lab (3/1 hrs)

One Course Deletions:

CHEM 314 Introductory Organic Chemistry (5 hrs)

Course Additions:

One New Required Lecture/Lab Course

BIOL 122/123 Biological Concepts: Evolution, Diversity, and Ecology & Lab (3/1 hrs)

Seven New Elective Courses:

BIOL 404 Techniques and Theory of Electron Microscopy (4 hrs)
BIOL 420 Introduction to Toxicology (3 hrs)
BIOL 430 Evolution: Theory and Process (3 hrs)
BIOL 440 Developmental Genetics (3 hrs)
BIOL 496 Plant Biotechnology (4 hrs)
CHEM 320 Principles of Inorganic Chemistry (3 hrs)
CHEM 462 Bioinorganic Chemistry (3 hrs)

Three New Lecture/Lab Support Courses as Electives

PHYS 250/251 University Physics I & Lab (3/1 hrs) and either
PHYS 260/261 University Physics II & Lab (3/1 hrs) or
PHYS 270/271 University Physics III & Lab (3/1 hrs)
may be taken instead of
PHYS 231/232 Introduction to Physics and Biophysics I & Lab (3/1 hrs) and
PHYS 332/233 Introduction to Physics and Biophysics II & Lab (3/1 hrs)

3. Detailed program description:

Old Program	New Program
Required Courses	
BIOL 120/121 Biological Concepts & Lab (3/1 hrs)	BIOL 120/121 Biological Concepts: Cells, Metabolism, and Genetics & Lab (3/1 hrs)
	BIOL 122/123 Biological Concepts: Evolu-tion, Diversity, and Ecology & Lab (3/1 hrs)
	BIOL 220/221 Introduction to Molecular and Cell Biology & Lab (3/1 hrs)
BIOL 411 Cell Biology (3 hrs)	BIOL 411 Cell Biology (3 hrs)
CHEM 120/121 College Chemistry I & Lab (3/2 hrs)	CHEM 120/121 College Chemistry I & Lab (3/2 hrs)
CHEM 222/223 College Chemistry I & Lab (3/2 hrs)	CHEM 222/223 College Chemistry I & Lab (3/2 hrs)
CHEM 330 Quantitative Analysis (5 hrs)	CHEM 330 Quantitative Analysis (5 hrs)
CHEM 314 Introductory Organic Chemistry (5 hrs)	
OR CHEM 340/341 Organic Chemistry I & Lab (3/2 hrs)	CHEM 340/341 Organic Chemistry I & Lab (3/2 hrs)
AND CHEM 342/343 Organic Chemistry II & Lab (3/2 hrs)	CHEM 342/343 Organic Chemistry II & Lab (3/2 hrs)
BIOL 446 or CHEM 446 Biochemistry I (3 hrs)	BIOL 446 or CHEM 446 Biochemistry I (3 hrs)
BIOL 447 or CHEM 447 Biochemistry Lab (2 hrs)	BIOL 447 or CHEM 447 Biochemistry Lab (2 hrs)
BIOL 467 or CHEM 467 Biochemistry II (3 hrs)	BIOL467 or CHEM 467 Biochemistry II (3 hrs)
Total hours required courses: 35-40	Total hours required courses: 48

Elective Courses	
BIOL 220/221 Introduction to Molecular and Cell Biology & Lab (3/1 hrs)	
BIOL 222/223 General Botany & Lab (3/1 hrs)	BIOL 222/223 Plant Biology and Diversity & Lab (3/1 hrs)
BIOL 224/225 General Zoology & Lab (3/1 hrs)	BIOL 224/225 Animal Biology and Diversity & Lab (3/1 hrs)
BIOL 309/310 Bacteriology & Lab (3/1 hrs)	**BIOL 226/227 Microbial Biology and Diversity & Lab (3/1 hrs)**
BIOL 327 Genetics (4 hrs)	BIOL 327 Genetics (4 hrs)
BIOL 328 Immunology (4 hrs)	BIOL 328 Immunology (4 hrs)
BIOL 330 Animal Physiology (3 hrs)	BIOL 330 Animal Physiology (3 hrs)
BIOL 331 Animal Physiology Lab (1.5 hrs)	BIOL 331 Animal Physiology Lab (1.5 hrs)

BIOL 350 Introduction to Recombinant Genetics (3 hrs)	BIOL 350 Introduction to Recombinant Genetics (3 hrs)
BIOL 399 Research Problems (1-3 hrs)	BIOL 399 Research Problems (1-3 hrs)
BIOL 400 Plant Physiology (3 hrs)	BIOL 400 Plant Physiology (3 hrs)
	BIOL 404 Techniques and Theory of Electron Microscopy (4 hrs)
BIOL 407 Virology (3 hrs)	BIOL 407 Virology (3 hrs)
BIOL 412 Cell Biology Lab (1 hr)	BIOL 412 Cell Biology Lab (1 hr)
	BIOL 420 Introduction to Toxicology (3 hrs)
	BIOL 430 Evolution: Theory and Process (3 hrs)
	BIOL 440 Developmental Genetics (3 hrs)
BIOL 450 Recombinant Gene Technology (3 hrs)	BIOL 450 Recombinant Gene Technology (3 hrs)
	BIOL 464 Endocrinology (3 hrs)
BIOL 475 Selected Topics (1-3 hrs)	BIOL 475 Selected Topics (1-3 hrs)
BIOL 495 Molecular Genetics (3 hrs)	BIOL 495 Molecular Genetics (3 hrs)
	BIOL 496 Plant Biotechnology (4 hrs)
	CHEM 320 Principles of Inorganic Chemistry (3 hrs)
CHEM 399 Research Problems (1-3 hrs)	CHEM 399 Research Problems (1-3 hrs)
CHEM 420 Inorganic Chemistry (3 hrs)	CHEM 420 Inorganic Chemistry (3 hrs)
OR CHEM 430 Forensic Chemistry (3 hrs)	OR CHEM 430 Forensic Chemistry (3 hrs)
CHEM 435 Analytical Chemistry (4 hrs)	CHEM 435 Analytical Chemistry (4 hrs)
CHEM 412 Introduction to Physical Chemistry (5 hrs)	CHEM 412 Introduction to Physical Chemistry (5 hrs)
OR CHEM 450/451 Physical Chemistry I & Lab (3/2 hrs)	OR CHEM 450/451 Physical Chemistry I & Lab (3/2 hrs)
AND CHEM 452/453 Physical Chemistry II & Lab (3/2 hrs)	AND CHEM 452/453 Physical Chemistry II & Lab (3/2 hrs)
	CHEM 462 Bioinorganic Chemistry (3 hrs)
CHEM 475 Selected Topics (1- 3 hrs)	CHEM 475 Selected Topics (1- 3 hrs)
AGRO 320 Crop Physiology (3 hrs)	AGRO 320 Crop Physiology (3 hrs)
ANSC 344 Physiology and Anatomy of Domestic Animals (3 hrs)	ANSC 344 Physiology and Anatomy of Domestic Animals (3 hrs)
ANSC 345 Principles of Animal Nutrition (3 hrs)	ANSC 345 Principles of Animal Nutrition (3 hrs)
AGRO 350/351 Soils & Lab (3/1 hrs)	AGRO 350/351 Soils & Lab (3/1 hrs)
AGRO 352 Soil Fertility and Fertilizers (3 hrs)	AGRO 352 Soil Fertility and Fertilizers (3 hrs)
AGRI 399 Research Problems (1-3 hrs)	AGRI 399 Research Problems (1-3 hrs)
AGRO 409/410 Weed Science & Lab (2/1 hrs)	AGRO 409/410 Weed Science & Lab (2/1 hrs)
ANSC 437/438 Physiology of Reproduction in Domestic Animals & Lab	ANSC 437/438 Physiology of Reproduction in Domestic Animals & Lab

(2/1 hrs)	(2/1 hrs)
AGRO 452 Soil Microbiology (3 hrs)	AGRO 452 Soil Microbiology (3 hrs)
AGRO 455/456 Soil Chemistry & Lab (2/1 hrs)	AGRO 455/456 Soil Chemistry & Lab (2/1 hrs)
PHYS 335 General Biophysics (4 hrs)	PHYS 335 General Biophysics (4 hrs)
PHYS 431 Radiation Biophysics (4 hrs)	PHYS 431 Radiation Biophysics (4 hrs)
Required Support Courses	
MATH 126 Calculus and Analytic Geometry I (4.5 hrs)	MATH 126 Calculus and Analytic Geometry I (4.5 hrs)
PHYS 231/232 Introduction to Physics and Biophysics I & Lab (3/1 hrs)	**One of the following two sequences: Sequence I. PHYS 231/232 Introduction to Physics and Biophysics I & Lab (3/1 hrs) AND PHYS 332/233 Introduction to Physics and Biophysics II & Lab (3/1 hrs)**
PHYS 332/233 Introduction to Physics and Biophysics II & Lab (3/1 hrs)	
	Sequence II. PHYS 250/251 University Physics I & Lab (3/1 hrs) AND EITHER PHYS 260/261 University Physics II & Lab (3/1 hrs) OR PHYS 270/271 University Physics III & Lab (3/1 hrs)

4. Rationale for proposed program revisions:

The Biology Department changed the number and title of one lecture/lab course combination (from BIOL 309/310 to BIOL 226/227). Since the course combination is also an elective in the biochemistry major, the biochemistry curriculum is necessarily affected and in need of revision.

In addition, the Biology Department introduced a new lecture/lab course combination for its majors (BIOL 122/123). Since this lecture/lab combination is now a prerequisite for all upper-level biology courses, including the required course of BIOL 411, it also should be made a required course. Similarly, the lecture/lab course combination (BIOL 220/221) is currently listed as an elective; however, it is a prerequisite for a required course (BIOL 411), and thus, it should also be made a requirement.

The other five biology courses proposed as new electives (BIOL 404, BIOL 420, BIOL 430, BIOL 464, and BIOL 496) have not been newly developed but were created after the last biochemistry major curriculum revision. They represent possibilities of specialization within the field of biochemistry. Similarly, the two chemistry courses proposed as new electives (CHEM 320 and CHEM 462) also represent possibilities of specialization within biochemistry.

The deletion of one course (CHEM 314) is proposed. Currently, this one-semester course can be taken instead of the usual two-semester course series on the same subject (CHEM 340/341 and CHEM 342/343). However, the one-semester course does not sufficiently prepare biochemistry majors in this important aspect of chemistry. The requirement for two semesters of organic chemistry is consistent with benchmark institutions that have

similar programs. All recent biochemistry majors at Western have taken two semesters of organic chemistry.

To allow students more flexibility in scheduling, three additional lecture/lab physics course combinations are proposed as support courses that may be taken in place of two other lecture/lab course combinations on the same subject--(PHYS 250/251 and either PHYS 260/261 or PHYS 270/271 may be taken instead of the usual PHYS 231/232 and PHYS 332/233).

5. Proposed term for implementation and special provisions:

Term: Spring 2007

6. Dates of prior committee approvals:

Chemistry Department	9/1/06
Biology Department	9/19/06
OCSE Curriculum Committee	10/12/06
University Curriculum Committee	
University Senate	

Attachment: **Program Inventory Form**

Proposal Date 8/21/06

College of Science and Engineering
Department of Physics and Astronomy
Proposal to Revise a Program
(Action Item)

Contact Person: Wieb van der Meer, wieb.vandermeer@wku.edu, 745-6205

1. Identification of program

1.1 Reference number: 329

1.2 Current program title: Minor in Biophysics

1.3 Credit hours: 18

2. Identification of the proposed changes:

Add PHYS 337 to the list of choices for required courses.

3. Detailed program description:

Current listing of required courses:
PHYS 231/232, 332/233, and 335 or 431: and at least 6 hours selected from appropriate physics and /or biology courses approved by a biophysics advisor.

Proposed listing of required courses:
PHYS 231/232, 332/233, and 335 or 337 or 431: and at least 6 hours selected from appropriate physics and /or biology courses approved by a biophysics advisor

4. Rationale for proposed program revisions:

A new course (PHYS 337 – Medical Imaging) has been proposed that is highly appropriate for this minor

5. Proposed term for implementation and special provisions:

Spring 2007

6. Dates of prior committee approvals:

Department of Physics and Astronomy September 29,2006

Ogden College Curriculum Committee October 11, 2006

University Curriculum Committee

Attachment: Program Inventory Form

NEW Proposal Date: 9/19/2006

Ogden College of Science and Engineering
Department of Geography and Geology

Proposal to Create a New Major Program

(Action Item)

Contact Person: Kevin Cary, M.Sc., GISP and Jun Yan, Ph.D. e-mail: kevin.cary@wku.edu and jun.yan@wku.edu Phone: Cary: 745-2981 and Yan: 745-8952

1. Identification of program

1.1 Title: Geographic Information Science (Reference Number 5xx)
1.2 Degree: Bachelor of Science
1.3 Classification of Instructional Program (CIP) Code: 45.0702
1.4 Required hours in the proposed major program: 57 hours
1.5 Special information:

- This is not an interdisciplinary program and is administered totally within the Department of Geography and Geology. It is intended for students who wish to extend their studies in the field of Geographic Information Science to earn a full baccalaureate in that field. The following courses must be taken in the Department of Geography & Geology at WKU: GEOG 417, 418, 419, 443, 475, 492, 495, and 499; transfer credit for similar courses at other institutions may not be applied to this program.

1.6 Program admission requirements:

- There are no special admission requirements for this program.

1.7 Catalog description:

- The GIScience program focuses on the concepts and principles of GISystems, along with its four components: (1) input, correction, and collection of geospatial data; (2) storage and retrieval of geospatial data; (3) manipulation and analysis of geospatial data; and (4) maps and other forms of presentation of geospatial data. The major in Geographic Information Science (reference number 5xx) requires a mininum of 57 semester hours of GIS courses. The required courses are AMS 202, CS 145, 230, GEOG 100 or GEOL 102, GEOG 101 or GEOG 110, GEOG 217, 300, 317, 391, 414, 417, 418, 419, 443, 475 or 495, 477, 492, and 499. Required support courses are CE 160-161, CS 240, ENG 307, MATH 118 (or 116 and 117) and 126. Qualified students may omit MATH 118 and start with MATH 126. GIS courses require a course fee. For the Bachelor of Science Degree in GIS, the following sequence is recommended:

- Freshman year: GEOG 100 or GEOL 102, GEOG 101 or GEOG 110, MATH 118 (MATH 116 & 117 can substitute for 118) and 126, CS 145 and AMS 202.
- Sophomore year: GEOG 217, 300, and 317, CS 230, CE 160/161,
- Junior year: GEOG 391, 414, 417, and 419, CS 240, and ENG 307.
- Senior year: GEOG 443, 475 or 495, 477, 492, and 499.

2. Rationale

2.1 Reasons for developing the proposed major program:

- Input from recent graduates, alumni, and employers points to the need for such a degree program. Geospatial technologies have been identified by the U.S. Department of Labor as one of three technological areas that will experience explosive job growth over the next decade. Over the past decade, geospatial technologies have already expanded rapidly. In 2000, the GIS industry exceeded 7 billion dollars in revenues; since 2000, GIS software sales have exceeded a billion dollars annually. While geospatial technologies are broadly defined to include such elements as mapping, global positioning, and dynamic location tracking, it is GIS that lays the foundation for them.
-
- Currently, the Department of Geography and Geology has a GIS undergraduate and graduate Certificate Program, a GIS Minor, and a B.S. in Geography-GIS & Spatial Analysis concentration. All programs have become very popular among students and are attracting an increasingly diverse audience. The development of this proposed GIS program will allow our students to focus more specifically on new and more specialized courses in GIS, mathematics, and computer science, and enable them to develop more comprehensive skills in collecting, managing, and analyzing geographic information. Western graduates from the proposed GIS program are expected to be well positioned to succeed in the highly competitive GIS job market and in graduate school and to make a positive contribution to society.
-
- Data received from the U.S. Department of Labor, California's Employment Development Department, GIS Certification Institute, National Geospatial-Intelligence Agency, NASA, American Society for Photogrammetry & Remote Sensing (ASPRS) and Daratech, Inc. (IT Market Research & Technology Assessment, Advisory, and Strategic Consulting Service Group) indicate that significant employment opportunities exist at the local, state, national, and international levels for graduates with a B.S. degree in GIS because of the explosive growth in the GIS profession.
-
- Opportunities for program graduates exist with government agencies (local, national, and international), and with private industries (consultants, service providers, and contractors). Graduates from the

WKU program will have a diverse background in GIS that will enable them to accomplish their career objectives in a variety of arenas.

-
- □ External funding agencies are much more willing to consider funding projects at universities that offer a full B.S. in GIS rather than a GIS & Spatial Analysis concentration in geography - which we currently offer. This is a departmental weakness when applying for grants and other types of external funding
-
- □ CPE's Key Indicators:
- 1. Are more Kentuckians ready for postsecondary education?
- o Yes. Graduates from accredited Kentucky high schools should have sufficient background to begin our program. The new Kentucky Academy of Math and Science will help to create a pool of highly qualified students ready to succeed in GIS courses at WKU.
-
- 2. Are more students enrolling?
- o There were 99 students enrolled in all GIS courses for the Fall 2005 semester, and 118 students are enrolled in Fall 2006. That is a 372% increase since the Fall 2001 semester, when only 25 students were enrolled in all GIS courses. Students from at least 22 different majors have taken a 300-level GIS course, some of whom decided after taking the GIS course to pursue a GIS certificate, minor, or concentration in the geography major. It is expected that most students majoring in geography with the GIS and Spatial Analysis concentration will switch over to the new GIS major.
-
- o Past graduates and alumni with a B.S. degree in geography with the GIS and Spatial Analysis concentration have expressed solid support for offering a B.S. degree in GIS. A B.S. degree in GIS is more desirable and attractive in the GIS industry because it is designed specifically for students interested in GIS as a career. With the growing need for GIS professionals, there will be a yearly increase in the demand for GIS graduates. The proposed program would also be attractive to non-traditional students who have already been exposed to the benefits of GIS with their existing employers or have had it introduced to them in some other fashion. Nontraditional students have already expressed interest in both cases and the interest increases yearly.
-
- o As this program is advertised on campus, it is expected that some students will change majors because of their interest in the technology. Other students may not already be aware of GIS and the proposed new program may generate additional enrollment from that segment of the student population.
-

- o Western Kentucky University does not discriminate with regard to race, religion, color, age, gender, national or ethnic origin, disability, or military service. This holds true for our hiring practices (for faculty) as well as for our
- incoming students (minorities and non-traditional students).
-
- 3. Are more students advancing through the system?
- o The anticipated time for completion of this program is the traditional 4-year time period. Those students who are under-prepared in mathematics may take an additional year of study to catch up with the better-prepared students.
-
- o There are no other universities in the Commonwealth offering a program like the one proposed here. At this time, the Geography GIS and Spatial Analysis concentration is among the very few programs in Kentucky that study GIScience. Therefore, we already have a strong base upon which we can expand with the new program.

- o There are no plans to deliver this program through the Kentucky Virtual University or other distance-learning programs. The coursework is intensive and requires a great deal of laboratory work; therefore, most of the advanced courses cannot be offered on-line. However, there are plans to offer GEOG 317 online in Spring 2007 on a trial basis to determine its suitability as a web-based course.
-
- 4. Are we preparing Kentuckians for life and work?
- o This program will better prepare graduates for employment by providing them a more widely recognized and more versatile degree. Real-world experience through the Center for GIS at WKU will be integrated into our courses and program. There are no accreditation expectations for this program. There is no state or national licensing required for GIS professionals at this current time.
-
- 5. Are Kentucky's communities and economy benefiting?
- o GIS is becoming a mainstream technology within the local governments of Kentucky, with steady growth also in usage in private industry. GIS enhances the decision-making process and facilitates storage of a wealth of geospatial data that can be made readily available to any user online. GIS is becoming the mapping standard because of its ability to provide current geospatial data visually.
-
- o External advisors will include GIS professionals throughout the GIS community in the Commonwealth and at the national level and will also include faculty from regional academic institutions. The employment estimates from various government and private agencies predict that employment demand will remain steady or increase generally into the

forseeable future. However, as needs change, the program will be flexible enough to supply qualified GIS graduates to fill those needs.

-
- There has been an increasing need for this proposed degree program in recent years. Recent acquisitions of new computer equipment, new faculty, and grants have now provided the Department with some of the personnel and equipment to make such a new program feasible here at WKU.
-
- This program will provide opportunities for students in other programs (biology, business, computer information systems, computer science, geology, and engineering) by offering new and more in-depth courses in the field of GIS.
-

2.2 Projected enrollment in the proposed major program:

- The Department currently has about 18 majors declared in the Geography-GISystems and Spatial Analysis concentration (Major #674), 19 minors declared in GISystems (Minor #366), and 50 students declared in both the undergraduate and graduate certificates in GIS (Ref. #174 and #203, respectively). We anticipate that 60 percent of the GIS and Spatial Analysis majors, up to half of the GIS minors, and up to a quarter of the GIS certificate seekers will transfer over to the new B.S. in GIScience program. GIS is a relatively new area as a profession and each year the demand for GIS professionals increases. Therefore, the Department anticipates that reaching its goal of at least 10 graduates per year over a 5-year period can reasonably be expected.

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

- This proposed program will be an expansion of the GIS and Spatial Analysis concentration for the B.S. in Geography. The proposed B.S. degree in GIScience will require new and more extensive coursework, and higher levels of mathematics and computer science preparation.

2.4 Relationship of proposed major program to other university programs:

- There will be no overlap between this new degree program and any others offered at WKU. There is some similarity between the proposed B.S. in GIScience and the existing GIS and Spatial Analysis concentration in Geography. But the two programs differ from each other by (1) the number of courses required for completion; (2) the types of courses required for completion; and (3) the number and types of prerequisites courses required for the program.

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

- The only other university that offers a major in GIScience in area, but under a different title - Geospatial - is Missouri State University* (* denotes benchmark university). The following universities offer a B.S. degree in Geography with a GIS concentration, emphasis, track, or theme:

Murray State University, University of Louisville, Austin Peay State University, Tennessee Technological University, Middle Tennessee State University*, Southern Illinois University, Ball State University*, Central Missouri State University*, Eastern Michigan University*, Northern Arizona University*, Missouri State University*, Towson University *, and Northern Iowa University*. The following universities offer a minor in GIS: Eastern Kentucky University, Austin Peay State University, Ball State University*, Central Missouri State University*, Eastern Michigan University*, Indiana State University*, Missouri State University*, Western Illinois University*, and Youngstown State University*.

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

- Increase student learning: This new program will introduce our majors to new and advanced GIS courses and will increase student learning through hands-on, lab-based, practicum, and research-centered experiences.
-
- Develop the student population: The new program will recruit new and more capable students from the Commonwealth and surrounding states. These students will receive a strong preparation in the field of Geographic Information Science.
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- Assure high quality faculty and staff: Students in this new program will be involved more extensively in research and GIS-based project activities with our faculty and staff. This will allow our students to gain more compreshensive GIS skills and in turn will increase the quality of the research activities of our faculty and staff.
-
- Enhance responsiveness to constituents: The new program will graduate students who are better qualified to meet the needs of our constituents.
-
- Improve institutional effectiveness: The new program will engage WKU with a new area of science. Western will now be able to offer a more widely accepted degree in GIScience and can compete with the best of our benchmark universities.

3. Objectives of the proposed major program:

- The proposal program will greatly enhance the student's education and potential for employment by offering more and diverse courses, with attendant skills, and by awarding a degree that is much more desirable in the job market. Program graduates will possess skills in the field of GIS that no other WKU graduate heretofore has had. Measurable outcomes of student learning will be assessed through increased involvement in faculty-sponsored research, faculty-supervised internships, and increased participation in professional meetings and study abroad programs.

4. Program description

4.1 Curriculum:

- General Education Core (6 hours):
- GEOG 100 or GEOL 102 3 hours
- GEOG 101 or GEOG 110 3 hours
- GIS Foundation Courses (22 hours):
- CS 145 3 hours
- AMS 202 3 hours
- GEOG 217 4 hours
- CS 230 3 hours
- GEOG 300 3 hours
- GEOG 317 3 hours
- GEOG 391 3 hours
- GIS Specialty Courses (19 hours):
- GEOG 414 4 hours
- GEOG 417 3 hours
- GEOG 418 3 hours
- GEOG 419 3 hours
- GEOG 477 3 hours
- GEOG 443 3 hours
- Other Required Courses (10 hours):
- GEOG 475 or 495 6 hours
- GEOG 499 1 hour
- GEOG 492 3 hours
- Required Support Courses (19.5 - 20.5 hours) (not part of the major hours):
- CE 160/161 4 hours
- CS 240 3 hours
- ENG 307 3 hours
- MATH 118 5 hours (can be used as the general education
- Math course; MATH 116 and 117 (6 hours
- total) are also acceptable.)
- MATH 126 4.5 hours
- Total Program = 76.5 to 77.5 hrs.

4.2 Accreditation, certification, and/or licensure:

- Successful completion of this program will allow students to meet qualification standards for the education section (one of three sections) in becoming a certified GIS professional (GISP). "A GISP is a certified geographic information systems professional who has met the minimum standards for ethical conduct and professional practice as established by the GIS Certification Institute" (http://www.gisci.org).

4.3 Program delivery:

- Traditional lectures and labs

5. Resources

5.1 Faculty:

- Kevin Cary, M.Sc., GISP
- Jun Yan, Ph.D.
- Katie Algeo, Ph.D.
- Stuart Foster, Ph.D.
- Scott Dobler, M.Sc.
- Debbie Kreitzer, M.Sc.
- Yanmei Li, Ph.D.
- John All, Ph.D., JD

Existing full-time faculty in the Department of Geography and Geology have expertise in a variety of GIS areas, including (but not limited to) cartography, geospatial statistics, GIS analysis and modeling, GIS customization, GIS databases, distributable geographic information services, GIS data collection and editing, GPS data collection and editing, remote sensing and GIS consulting. These areas incorporate the full spectrum of GIS and its myriad applications. Given our diversity in GIS, our combined experience in local, national, and international research and public service will enable us to keep our students well rounded in GIS and its applications by allowing us to engage students in a multitude of GIS research and projects.

5.2 Technological and electronic informational resources (e.g., databases, e-journals, etc.):

- Annual licenses for ESRI GIS software products and ERDAS software are supported through a budget allocation within the University. For both ESRI and ERDAS products, we have unlimited technology support and receive current versions of their software when available. ESRI offers additional support by offering unlimited online courses for students to further their knowledge about various ESRI GIS software. ESRI also offers up to five complimentary registrations per year for its annual international user conference, which attracts over 12,000 users. There is online technical support for ESRI and ERDAS products via the Internet for no charge and is accessible at any time. ESRI produces a monthly magazine and newsletter each month at no charge to subscribers. Students enrolled in a GIS course now get a free one-year license for ArcGIS and extensions to install on their computer at home (as part of the university license agreement).
-

5.3 Facilities and equipment:

- The GIS facility includes two classroom-computer labs (21 and 26 workstations) and the Center for GIS at WKU (8 workstations), along with another classroom-computer lab space available for expansion - currently being used by the Department of Computer Science. Every workstation is equipped with a suite of ESRI (ArcGIS) products, TransCAD, AutoCAD,

Trimble's Pathfinder (GPS software), ERDAS (remote sensing software), Visual BASIC 6, Windows XP, and Microsoft Office. Other hardware in the GIS classroom-computer labs includes a scanner, printer, and overhead projector. The GIS classroom-computer labs are available during the evening hours and weekends for students to complete their project and homework assignments. These labs are supervised by a work-study student GIS Lab Assistant "after hours."

-
- The Center for GIS provides opportunities for students to gain real-world GIS experience working as a GIS Specialist or GIS Intern on existing GIS-based projects awarded to the Center. The Center also provides support for campus projects incorporating GIS. Additional hardware in the Center for GIS includes a large-format printer (i.e., plotter), 2 survey grade Trimble GPS units, 5 end-user mapping grade GPS units, 2 lap-top computers, a high-end graphics card for 3D mapping, and a dedicated server for GIS applications.

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

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

Geography & Geology Department	9/20/2006
OCSE College Curriculum Committee	10/12/2006
University Curriculum Committee	
University Senate	

Attachments: **Program Inventory Form**

Ogden College of Science and Engineering
Department of Geography and Geology
Proposal to Create a New Major Program (B.S. Degree in Meteorology)
(Action Item)

Contact Person: L. Michael Trapasso, michael.trapasso@wku.edu, 745-2407

1. **Identification of the Program**

1.1 Title: Meteorology (Reference Number 5xx)

1.2 Degree: Bachelor of Science

1.3 Classification of Instructional Program (CIP) Code: 40.0499 (ATMOSPHERIC SCIENCES AND METEOROLOGY, GENERAL)

1.4 Required hours in the proposed major program: 49.5 credit hours

1.5 Special Information: This is not an interdisciplinary program and will therefore be administered totally within the Department of Geography and Geology. It is intended for departmental students who wish to extend their studies in the field of meteorology, to include a full baccalaureate in that field. It requires no minor program.

1.6 Students will NOT be fully admitted into this program without first completing two courses in physics: PHYS 250/251 (University Physics I and Lab) and PHYS 260/261 (University Physics II and Lab). They will also be required to complete three semesters of mathematics: MATH 126 (Calculus and Analytical Geometry I), MATH 227 (Calculus and Analytical Geometry II), and MATH 327 (Multivariable Calculus). MATH 331 (Differential Equations) is also required, but may be taken as students begin their upper division meteorology courses. Only equivalent-level courses from other colleges and universities will be accepted.

1.7 Catalog Description: Major in Meteorology

The major in meteorology (reference number 5xx) leads to a Bachelor of Science in Meteorology and requires a minimum of 49.5 semester hours of meteorology, geography, and computer science. A minor program is not required. Other

required courses in physics and mathematics total an additional 24 semester hours.

Students majoring in meteorology will learn the key concepts and skills necessary to qualify as a meteorologist for the National Weather Service, and to meet the standards of the American Meteorological Society.

Meteorology Major:
Core Courses: ……..…… 30 hours
GEOG 100 or GEOL 102, GEOG 101 or 110, 121, 217, 300, 391, 422, 424, 499, and CS 240
Professional Courses: ...…… 19.5 hours
GEOG 431, 432, Four new courses - GEOG 325, 433, 437, 438; and CS 245
Program Total …….. 49.5 hours

Additional Program Requirements …..……. 24 hours
MATH 126, 227, 327, 331, PHYS 250/251, 260/261

2. **Rationale**

2.1 Reasons for developing the proposed major program: Input from recent graduates and alumni point to the need for such a degree program. Some of our recent graduates have expressed regrets about coming to WKU instead of attending a university that offered a BS in Meteorology. Other graduates have had to attend other universities to make up the course work they were unable to take here at Western. For many years WKU was the only university in the Kentucky and Tennessee where students could study atmospheric science on some level. Though that is still true, there are other universities in the region where students can obtain a B.S. Degree in Meteorology and our potential students are going to surrounding states to get this particular degree. This degree will prepare our graduates for professional practice or to gain entry into graduate programs.

- Data received from the National Weather Service, the American Meteorological Society, and the U.S. Department of Labor indicate significant employment opportunities at the local, state, and national levels for graduates with a B.S. Degree in Meteorology. These surveys of typical employment opportunities point to the need for applicants to have a B.S. Degree in Meteorology. This degree is an important requirement for many job openings.
- Opportunities for program graduates lie with government agencies (local, national, and international), media organizations (TV and radio), and private industry (environmental consultants and contractors).
- External funding programs are much more willing to consider funding projects at universities that contain a full B.S. in Meteorology rather than the more nebulous Meteorology/Climatology concentration we now offer. This has always been a departmental weakness when applying for grants and other types of external funding.
- **CPE's Key Indicators**:

a. *Are More Kentuckians Ready for Postsecondary Education?* Yes. Graduates from accredited Kentucky high schools should have sufficient background to begin our program as soon as they complete the required mathematics and physics courses. All of our departmental outreach efforts to feeder schools emphasize the need to prepare for math and physics classes prior to admission to the Department of Geography and Geology. In addition, the new Kentucky Academy of Math and Science will help to create a pool of highly qualified students ready to tackle advanced atmospheric science courses at WKU.

b. *Are More Students Enrolling?* This new program will draw new students into our program. Our records show that 20 to 25% of student and parent inquiries about our existing Meteorology/Climatology program fail to materialize into enrollment at WKU after they learn

that our program does not provide a B.S. Degree in Meteorology. This proposed new degree program will draw more of these students into our program. Western Kentucky University does not discriminate with regard to race, religion, color, age, gender, national or ethnic origin, disability, or military service. This holds true for our hiring practices (for faculty) as well as for our incoming students (minorities and non-traditional students).

c. *Are More Students Advancing Through the System?*

1. The anticipated time for completion of this program is the traditional 4-year time period. Those students who are under-prepared in their math and physics skills may take an additional year of study to catch up with the better-prepared students.
2. There are no other universities in the Commonwealth with a program like the one proposed here. At this time our Meteorology/Climatology concentration is the only existing program in Kentucky for the study of the atmospheric sciences. Therefore, we already have a strong base upon which we can expand into the new program. Any student can transfer into our program provided s/he can complete the initial requirements.
3. There are no plans to deliver this program through the Kentucky Virtual University or other distance-learning programs. The coursework is intensive and requires a great deal of laboratory work, and therefore most of the advanced courses cannot be offered on-line.

d. *Are We Preparing Kentuckians for Life and Work?* This program will better prepare graduates for employment by granting them a more widely recognized and more versatile degree. The new Kentucky MESONET Project, the Kentucky Climate Center, and the new Climatology Research Laboratory will all be integrated into our new courses and program. There are no accreditation expectations for this

program other than the prescribed types of courses required by the National Weather Service, and the American Meteorological Society. There is no state or national licensing required of meteorologists.

e. *Are Kentucky's Communities and Economy Benefiting?* External advisors will include National Weather Service personnel and faculty from academic institutions. The employment estimates from various government agencies predict the employment demand to remain steady into the future. However, as needs arise, we will supply a steady stream of qualified individuals to fill those needs.

- There has always been a need for this proposed degree program. Better and more diverse employment opportunities have been unattainable by our graduates because they did not have the full B.S. Degree in Meteorology. Many students come to WKU seeking education towards a career in meteorological forecasting and research, only to find their opportunities limited.

  Recent acquisitions of new computer equipment, new faculty, and large grants (e.g., the new MESONET Project) have now provided the department with some of the personnel and equipment to make such a new program feasible here at WKU.
- This program will provide opportunities for students in other programs (Physics, Biology, Geology, and Engineering) by offering new and more in-depth courses in the field of atmospheric sciences.

2.2 Projected enrollment in the proposed major program: The Department currently has about 105 majors declared in the Geography-Meteorology/Climatology concentration (Major #674). We anticipate that about 25% of these Meteorology majors will transfer over to the new B.S. in Meteorology Program. Therefore, the Department anticipates that reaching its goal of at least 12 graduates per year over a 5-year period can reasonably be expected.

2.3 This proposed program will be an expansion of the Meteorology/Climatology concentration for the B.S. in Geography. As it stands, this concentration has never fulfilled the requirements for a B.S. degree in Meteorology. The proposed

B.S. degree in Meteorology will require new and more extensive coursework, and higher levels of math and physics preparation.

2.4 There will be no overlap between this new degree program and any others offered at WKU. This is assured by offering new courses never before available to students on this campus. There is some similarity between this new B.S. in Meteorology and the existing Meteorology/Climatology concentration in Geography. But the two programs differ from each other by: (1) the number of courses required for completion; (2) the types of courses required for completion; and (3) the number and types of prerequisites courses required for the program.

2.5 There are no other universities in Kentucky with a degree program like this one. However, there are several benchmark universities that possess this degree program. This new program will give WKU an advantage in recruiting new students, and will better prepare our graduates for employment and advanced studies. Efforts are underway to collaborate with the National Weather Service Forecast Offices in Louisville and Nashville for assistance in recruiting new students into the program. Surrounding in-state colleges and universities will also be contacted about our new baccalaureate in meteorology. This will also help us in advertising the new program.

2.6 Increase student learning: This new program will introduce our majors to new and advanced courses and will increase student learning through hands-on, lab-based, and research centered experiences.

Develop the student population: The new program will recruit new and higher quality students from the Commonwealth and surrounding states. These students will receive a higher quality of education in the field of meteorology.

Assure high quality faculty and staff: This new program will require the addition over the five years of at least two new full-time faculty members and a laboratory assistant. These new faculty and staff will need to have special expertise and abilities to support the advanced curriculum of this new program.

Enhance responsiveness to constituents: The new program will graduate students who are better qualified to meet the needs of our constituents.

Improve institutional effectiveness: The new program will bring WKU into a new area of science. Western will now be able to offer a more widely accepted degree in meteorology and can compete with the best of our benchmark universities.

3. **Objectives of the Proposed Program**

Completion of the proposed program will greatly increase the students' education and potential for employment by offering more and diverse courses, with attendant skills, and by awarding a degree that is much more desirable in the job market. Program graduates will possess skills in the field of meteorology that no other WKU graduate heretofore has had. Measurable outcomes of student learning will be assessed through increased involvement in faculty-sponsored research, increased co-authorship of research articles, and increased participation in professional meetings. In the newly designed classes, the students will get exposure to new atmospheric science theories and concepts never before offered at WKU.

4. **Program Description**

4.1 Curriculum:

B.S. METEOROLOGY Degree (49.5hrs)

Required Courses (30 hrs)	**Title**	**Cr. Hrs.**
GEOG 100 or GEOL 102	Intro to the Physical Environment	3
GEOG 101 or GEOG 110	Human or World/Regional Geography	3
GEOG 121	Introduction to Meteorology	3
GEOG 217	Fundamentals of GIS	4
GEOG 300	Geographic Research Methods	3
GEOG 391	Data Analysis and Interpretation	3
GEOG 422	Physical Climatology	4

GEOG 424	Weather Analysis	3
CS 240	Computer Science I	3
GEOG 499	Professional Preparation	1

Professional Courses (19.5 hrs)	**Title**	**Cr. Hrs.**
GEOG 431	Dynamic Meteorology	3
GEOG 432	Synoptic Meteorology	3
GEOG 433	*Dynamic Meteorology II* ***(new course)***	*3*
GEOG 437	*Mesoscale Meteorology* ***(new course)***	*3*
GEOG 438	*Physical Meteorology* ***(new course)***	*3*
GEOG 325	*Meteorological Instrumentation* ***(new course)***	*3*
CS 245	Fortran	1.5

Other requirements (24 hrs)	**Title**	**Cr. Hrs.**
MATH 126	Calculus and Analytical Geometry I	4.5
MATH 227	Calculus and Analytical Geometry II	4.5
MATH 327	Multivariable Calculus	4
MATH 331	Differential Equations	3
PHYS 250/251	University Physics I	4
PHYS 260/261	University Physics II	4

TOTAL PROGRAM HOURS = 73.5

Recommended Electives	**Title**	**Cr. Hrs.**
GEOG 122	Aviation Meteorology	3
GEOG 222	Observational and Analytical Meteorology	3
GEOG 310	General Hydrology	3
GEOG 426	Applied Meteorology	3
GEOG 455	Global Environmental Change	3
GEOG 475	Independent Supervised Research	1-3

4.2 Accreditation, certification, and/or licensure:

Successful completion of this program will allow students to meet qualification standards for the GS-1340: Meteorology Series of the National Weather Service and qualification standards of the American Meteorological Society.

5. Resources:

At this point, the department is able to maintain the Meteorology/ Climatology concentration as it is. Any new expansion of the program (i.e., additional courses) will require new faculty to be added as soon as possible. As usual, qualified graduate students and upper classmen will be utilized as laboratory assistants. The immediate need is for a new

laboratory manager/faculty person to help maintain the various computer laboratories that have been added to the department in recent years. This person will also be required to teach a new course entitled, Meteorological Instrumentation, (GEOG 325). New facilities such as the Climatology Research Laboratory, the NOAA Port telecommunications system, and other types of computer workstations (e.g. Gempak and others) will require a laboratory manager who can devote most of his/her time to the operation and maintenance of these facilities. Two new full-time faculty members will need to be hired over the next five years to teach some of the new courses and some of the advanced-level courses developed by this new program. One faculty member will be needed beginning academic year 2008-2009. However, before the B.S. in Meteorology program can be fully operational (within the next 5 years), a second full-time faculty member will need to be hired by 2010 to teach new and more advanced courses. Once these three new faculty/staff members are hired and teaching in the proper schedule of courses, we can then truly offer this B.S. degree within a 4-year time frame.

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

7. Dates of prior committee approvals:

Geography and Geology Curriculum Committee 9/20/06

Ogden College Curriculum Committee 10/12/2006

University Curriculum Committee _____

University Senate _____

Attachments: **Program Inventory Form**

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

REPORT TO THE UNIVERSITY CURRICULUM COMMITTEE

Date: October 26, 2006

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

Type of Item	Description of Item & Contact Information
Consent	Revise Course Number JOUR 400 Research in Advertising and Public Relations Contact: Jo-Anne Ryan Jo-Anne.Ryan@wku.edu x 53828
Consent	Revise Prerequisites JOUR 346 Advertising Account Planning Contact: Jo-Anne Ryan Jo-Anne.Ryan@wku.edu x 53828
Consent	Revise Prerequisites JOUR 349 Advertising Media Contact: Jo-Anne Ryan Jo-Anne.Ryan@wku.edu x 53828
Consent	Revise Prerequisites JOUR 358 Public Relations Writing and Production Contact: Jo-Anne Ryan Jo-Anne.Ryan@wku.edu x 53828
Consent	Revise Prerequisites JOUR 454 Public Relations Strategy and Planning Contact: Jo-Anne Ryan Jo-Anne.Ryan@wku.edu x 53828
Consent	Revise Prerequisites JOUR 456 Public Relations Management Contact: Jo-Anne Ryan Jo-Anne.Ryan@wku.edu x 53828
Consent	Revise Catalog Listing PHIL 415 Advanced Logic Contact: Cassandra Pinnick Cassandra.Pinnick@wku.edu x 55751
Action	Create Course HIST 341 A Cultural History of Alcohol Contact: Andrew McMichael Andrew.Mcmichael@wku.edu x 57023
Action	Create New Course THEA 306 Musical Theatre Ensemble

	Contact: Scott Stroot Scott.Stroot@wku.edu x 55845
Action	Create New Course THEA 380 Directing II Contact: Scott Stroot Scott.Stroot@wku.edu x 55845
Action	Create New Course PERF 400 Advanced Performing Arts Studio Contact: Scott Stroot Scott.Stroot@wku.edu x 55845
Action	Revise Program 725 Mass Communication Contact: Jo-Anne Ryan Jo-Anne.Ryan@wku.edu x 53828

Proposal Date: 9/29/06

Potter College Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Number
(Consent Item)

Contact Person: Jo-Anne Ryan e-mail: jo-anne.ryan@wku.edu Phone: 5-3828

1. **Identification of course**
   - 1.1 Current course prefix (subject area) and number: JOUR 400
   - 1.2 Title: Research in Advertising & Public Relations
   - 1.3 Credit hours: 3

2. **Proposed course number:** JOUR 300

3. **Rationale for the revision of course number:**
   The course is a pre-requisite to other 300/400 level courses. The new number places it at the correct level in a sequence of courses for both the public relations major and the advertising major.

4. **Proposed term for implementation:** summer 2007

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

School of Journalism & Broadcasting Committee	9/29/06
School of Journalism & Broadcasting	9/29/06
Potter College Curriculum Committee	10/12/06
University Curriculum Committee	
University Senate	

Attachment: **Course Inventory Form**

Proposal Date: 4/25/2006 rev. 9/29/06

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Co requisites
(Consent Item)

Contact Person: Jo-Anne Ryan e-mail: jo-anne.ryan@wku.edu Phone: 5-3828

1. **Identification of course**
   - 1.1 Course prefix (subject area) and number: JOUR 346
   - 1.2 Course title: Advertising Account Planning
   - 1.3 Credit hours: 3
2. **Current prerequisites/corequisites/special requirements:**
   Pre-reqs **:** JOUR 342 or permission of the instructor. PR majors may substitute JOUR 453 for JOUR 342. Advertising minors may substitute MKT 320 for JOUR 342.
3. **Proposed prerequisites/corequisites/special requirements:**
   Prerequisites **:** JOUR 300 or permission of instructor. Advertising minors may substitute MKT 320 for JOUR 300.
4. **Rationale for the revision of course prerequisites/corequisites/special requirements:**
   JOUR 342 Research in Advertising has been dropped from the course inventory and from the Advertising Major. JOUR 300 Research in Advertising and PR has replaced JOUR 342.
5. **Effect on completion of major/minor sequence:** none
6. **Proposed term for implementation:** summer 2007
7. **Dates of prior committee approvals:**

SJ&B Curriculum Committee	____	9/29/06_____
School of Journalism & Broadcasting		9/29/2006
Potter College Curriculum Committee		10/12/06
University Curriculum Committee		_____
University Senate		_____

Attachment: **Course Inventory Form**

Proposal Date: 4/25/2006 rev. 9/29/06

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Co requisites
(Consent Item)

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

1. **Identification of course**
   - 1.1 Course prefix (subject area) and number: JOUR 349
   - 1.2 Course title: Advertising Media
   - 1.3 Credit hours: 3
2. **Current prerequisites/co requisites/special requirements:**
   Pre-reqs **:** JOUR 342. PR majors may substitute JOUR 453 for JOUR 342. Advertsing minors may substitute MKT 320 for JOUR 342.
3. **Proposed prerequisites/co requisites/special requirements:**
   Prerequisites **:** JOUR 300. Advertising minors may substitute MKT 320 for JOUR 300.
4. **Rationale for the revision of course prerequisites/co requisites/special requirements:**
   JOUR 342 Research in Advertising has been dropped from the course inventory and from the Advertising major. JOUR 300 Research in Ad & PR has replaced JOUR 342.
5. **Effect on completion of major/minor sequence:** none
6. **Proposed term for implementation:** summer 2007
7. **Dates of prior committee approvals:**

SJ&B Curriculum Committee	9/29/06
School of Journalism & Broadcasting	9/29/2006
PCAL Curriculum Committee	10/12/06
University Curriculum Committee	
University Senate	

Attachment: **Course Inventory Form**

Proposal Date: 4/25/2006

Potter College Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Co requisites
(Consent Item)

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

1. **Identification of course**
   - 1.1 Course prefix (subject area) and number: JOUR 358
   - 1.2 Course title: Public Relations Writing and Production
   - 1.3 Credit hours: 3
2. **Current prerequisites/corequisites/special requirements:**
   Pre-reqs **:** JOUR 201, 202, 232
3. **Proposed prerequisites/corequisites/special requirements:**
   Prerequisites **:** JOUR 232, 355
4. **Rationale for the revision of course prerequisites/corequisites/special requirements:**
   JOUR 355, Fundamentals of Public Relations, lays the foundation for PR writing and Production. This pre-requisite was inadvertently left off the original course proposal for JOUR 358. (complete pre-req list: 201, 202, 232, 355)
5. **Effect on completion of major/minor sequence:** none
6. **Proposed term for implementation:** summer 2007
7. **Dates of prior committee approvals:**

SJ&B Curriculum Committee	4/28/06
SJ&B Department/Division	4/28/2006
PCAL Curriculum Committee	1012/06
University Curriculum Committee	
University Senate	

Attachment: **Course Inventory Form**

Proposal Date: 4/25 rev. 9/29/2006

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Co requisites
(Consent Item)

Contact Person: Jo-Anne Ryan e-mail: jo-anne.ryan@wku.edu Phone: 5-3828

1. **Identification of course**
   - 1.1 Course prefix (subject area) and number: JOUR 454
   - 1.2 Course title: Public Relations Strategy and Planning
   - 1.3 Credit hours: 3
2. **Current prerequisites/co requisites/special requirements:**
   Pre-reqs **:** JOUR 323, 355, 356, 357
3. **Proposed prerequisites/co requisites/special requirements:**
   Prerequisites **:** JOUR 300, 323, 358
4. **Rationale for the revision of course prerequisites/co requisites/special requirements:**
   JOUR 356 Public Relations Communication and JOUR 357 Public Relations Publications Design have been deleted from the course inventory. A new course JOUR 358 Public Relations Writing & Production replaces the prerequisite content. JOUR 300 Ad/PR Research provides the necessary skills to conduct research in PR strategy and planning. (Complete pre-req list:201,202, 232,323,355,358, 300, stats, MKT 320,)
5. **Effect on completion of major/minor sequence:** none
6. **Proposed term for implementation:** summer 2007
7. **Dates of prior committee approvals:**

SJ&B Curriculum Committee	9/29/06
School of Journalism & Broadcasting	9/29/2006
Potter College Curriculum Committee	10/12/2006
University Curriculum Committee	
University Senate	

Attachment: **Course Inventory Form**

Proposal Date: 4/25/2006 rev. 9/29/06

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prerequisites/Co requisites
(Consent Item)

Contact Person: Jo-Anne Ryan e-mail: jo-anne.ryan@wku.edu Phone: -7453828

1. **Identification of course**
   - 1.1 Course prefix (subject area) and number: JOUR 456
   - 1.2 Course title: Public Relations Management
   - 1.3 Credit hours: 3
2. **Current prerequisites/co requisites/special requirements:**
   Pre-reqs **:** JOUR 323, 343, 355, 356, 453, 454

3. **Proposed prerequisites/co requisites/special requirements:**
   Prerequisites **:** JOUR 300, 454

4. **Rationale for the revision of course prerequisites/co requisites/special requirements:**
   JOUR 356 PR Communication and 453 PR Research have been deleted from the course inventory and from the requirements in the PR major.
   JOUR 300 Research in Ad and PR replaces JOUR 453.
   JOUR 358 PR Writing & Production is a new course designed to replace JOUR 356 and JOUR 343 in the PR major. JOUR 454, PR Strategy remains as a pre-req.
   (Complete list of prereqs: JOUR 201,202,323,355,358, stats, MKT 320, JOUR 300, 454)

5. **Effect on completion of major/minor sequence:** none

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

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

SJ&B Curriculum Committee	9/29/06
School of Journalism & Broadcasting	9/29/2006
Potter College Curriculum Committee	10/12/06
University Curriculum Committee	
University Senate	

Attachment: **Course Inventory Form**

Proposal Date: 8/28/2006

Potter College
Department of Philosophy and Religion
Proposal to Revise Catalog Course Listing
(Consent Item)

Contact Person: Cassandra L. Pinnick e-mail: cassandra.pinnick@wku.edu Phone: 5-5751

1. **Identification of course**
   - 1.1 Course prefix (subject area) and number: PHIL 415
   - 1.2 Title: Advanced Logic
   - 1.3 Credit hours: 3.0
2. **Current catalog course listing:**

   Prerequisite: PHIL 115 and permission of instructor.
   Advanced topics in First Order Logic, through Quantification Theory with Identity, and topics in the Philosophy of Logics. The course will emphasize Computer Assisted Instruction (C.A.) and will use the campus VAX network.

3. **Proposed catalog course listing:**

   Prerequisite PHIL 115 or equivalent. Advanced topics in First Order Logic and topics in the Philosophy of Logic.

4. **Rationale for the revision of catalog course listing:**

   Current course description includes reference to campus "VAX" system, which is obsolete and no longer exists. The new description is aimed in part to reflect this change.

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

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

   Philosophy & Religion Department/Division 9/6/06

   PCAL Curriculum Committee 10/12/06

   University Curriculum Committee _____

   University Senate _____

Attachment: **Course Inventory Form**

Proposal Date: 8/17/2006

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

Contact Person: Andrew McMichael e-mail: andrew.mcmichael@wku.edu Phone: 5-7023

1. Identification of proposed course

1.1 Prefix and number: HIST 341
1.2 Title: A Cultural History of Alcohol
1.3 Abbreviated title: Cultural History of Alcohol
1.4 Credit hours and contact hours: 3
1.5 Type of course: L (Lecture)
1.6 Prerequisites: HIST 119 or HIST 120 or permission of instructor

1.7 Catalog course listing:

An examination of the role that alcohol plays in historical development among various world cultures over time. Instructor may choose to focus on a specific region and/or time period.

2. Rationale

2.1 Reason for developing the proposed course:

Alcohol is a familiar component in the lives of all students, though usually it appears in the form of advertising, consumption, or anti-alcohol campaigns. Yet few students think of the subject as one that merits scholarly attention. However, the role that alcohol plays in world cultures is a field that has begun to get more attention from scholars in the past decade . There is a professional journal devoted to the topic, an annual meeting that draws scholars from around the country, and the ways in which alcohol influenced cultures across time is now a more mainstream topic. This course will open a new field of study for students in many disciplines, allow them to examine history from an angle which is already familiar to them but which they had probably not considered as a serious academic topic, and give them a fresh perspective on history. Finally, this course will enhance students' critical thinking and analytical skills.

2.2 Projected enrollment in the proposed course:

25-35 students. When this course was offered as a "Topics" class in Spring, 2006 there were 27 students and SITE evaluations indicated a very positive response to the course. As a permanent course, and with the department offering more courses in cultural history, students will use this as part of a sequence of specialization.

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

Virtually every course the department offers touches on culture in some way as part of the broader course of instruction, though none focus specifically on alcohol. This course will explore a new direction in history for this department.

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

Many departments offer culture-specific courses, and Gen Ed Category E contains more than fifty courses that examine culture. However, none of these focus on the culture of alcohol, or the history of alcohol. The Department of Public Health offers PH 100, Personal Health, and PH 101, Dynamics of Alcohol and Drug Abuse, PH 382, Peer Health Education, PH 572, Drug abuse Prevention. These are courses related to health and medical issues, and none touch on the cultural history of alcohol. I envision that HIST 341 would complement the Public Health classes, and hope students focusing on drug and alcohol issues would be encouraged to take this course.

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

The history of alcohol is an expanding field, and this course will be similar to courses offered at several colleges around the country. At Carleton College HIST 110-05 "Drunks and Teetotalers: Alcohol in American History"; The University of Texas, Austin, History 350 "American Cultural History of Alcohol and Drugs"; at the University of Florida, IDH 2931: "Alcohol in History"; at Boston University CAS HI 290 "Alcohol in History"; the University of Aberdeen, CU 4027 "Intoxication in Cultural and Historical Perspective"

3. Discussion of proposed course

3.1 Course objectives:

This course will provide students with the necessary evidence and an interpretive framework in order to acquaint students with a historical perspective on the role of alcohol in various world cultures. Through lectures, seminar-style discussions, and a wide array of primary and secondary texts (including scholarship, films, music, and primary readings) students will analyze the historical role of alcohol in various world cultures, and the ways in which historical events effected and were affected by alcohol.

3.2 Content outline:

--Students will understand the cultural politics of alcohol
--Students will analyze drinking venues as cultural "space"
--Students will assess alcohol and gender roles across cultures
--Students will analyze the ways in which alcohol played a role in larger historical events.

3.3 Student expectations and requirements:

Students will be expected to engage in critical analysis of the materials. The course evaluation will be based on exams, research, class participation.

3.4 Tentative texts and course materials:

Among the many texts that could be used are: Eric Burns, *The Spirits Of America: A Social History of Alcohol;* Sharon Salinger, *Taverns and Drinking in Early America;* W.J. Rorabaugh, *The Alcoholic Republic;* Thomas Pegram, *Battling Demon Rum: The Struggle for a Dry America, 1800-1933;* Catherine Murdock, *Domesticating Drink: Women, Men, and Alcohol in America, 1870-1940;* Frederick H. Smith. *Caribbean Rum: A Social and Economic History;* B. Ann Tlusty, *Bacchus and Civic Order;* Wolfgang Shivelbusch, *Tastes of Paradise*; Tony Collins and Wray Vamplew, *Mud, Sweat, and Beers*; Susanna Barrows & Robin Room (Eds.), *Drinking: Behavior and Belief in Modern History*; Jack S.Blocker, *American Temperance Movements: Cycles of Reform*; Joseph R. Gusfield, *The Culture of Public Problems: Drinking Driving and the Symbolic Order*; Boris M. Segal, *Russian Drinking: Use and Abuse of Alcohol in Pre-Revolutionary Russia*; M. Marshall, *Beliefs, Behaviors and Alcoholic Beverages*; M. McDonald, *Gender, Drink & Drugs*; T. Unwin, *Wine and the Vine*; M. Lender & J. Martin, *Drinking in America*; Taylor, William B. *Drinking, Homicide, and Rebellion in Colonial Mexican Villages*; Thompson, Peter. *Rum Punch and Revolution: Taverngoing and Public Life in Eighteenth-Century Philadelphia*; John Burnett, *Liquid Pleasures: a Social History of Drinks in Modern Britain*; Mary Douglas, ed., *Constructive Drinking: Perspectives on Drink from Anthropology*; Judith M. Bennett, *Ale, Beer and Brewsters in England: Women's Work in a Changing World, 1300–1600*; Jose C. Curto, *Enslaving Spirits: The Portuguese-Brazilian Alcohol Trade at Luanda and its Hinterland, c.1550–1830*; Peter Clark, *The English Alehouse: A Social History*; L. M. Cullen, *The Irish Brandy House of Eighteenth-century France*; Beat Kumin and B. Ann Tlusty, eds., *The World of the Tavern: Public Houses in Early Modern Europe*; B. Ann Tlusty, *Bacchus and Civic Order: The Culture of Drink in Early Modern Germany*

There are dozens of journal articles and primary source materials that can be used as well.

4. Resources

4.1 Library resources:

The library has adequate resources for this course. See attached Library Resources Sheet

4.2 Computer resources:

Existing resources are sufficient

5. Budget implications

5.1 Proposed method of staffing:

Current faculty

5.2 Special equipment needed:

None required

5.3 Expendable materials needed:

None

5.4 Laboratory supplies needed:
Not a chance

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

7. Dates of prior committee approvals:

History Department/Division August 21, 2006

Potter College Curriculum Committee October 12, 2006

University Curriculum Committee

University Senate

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date 10/26/06

Potter College of Arts, Humanities and Social Sciences
Department of Theatre and Dance
Proposal to Create a New Course
(Action Item)

Contact Person: Scott Stroot email: scott.stroot@wku.edu Phone: ext. 5845

1. Identification of proposed course

1.1 Prefix and number: THEA 306
1.2 Title: Musical Theatre Ensemble
1.3 Abbreviated title: Musical Theatre Ensemble
1.4 Credit hours and contact hours: 1 credit hours, 3 contact hours
1.5 Type of course: E: Ensemble Performance (Amended course type approved by the registrar 4/25/02)
1.6 Prerequisites/corequisites/special requirements: None

1.7 Catalog course listing: Musical Theatre vocal ensemble. Repeatable 7 times for a total of 8 credit hours.

2. Rationale

2.1 Reason for developing the proposed course: Currently BFA Performing Arts majors concentrating in Musical Theatre can earn credit towards their degree for their Opera Theatre vocal ensemble experience. This proposed course would allow them the same opportunity for their Musical Theatre vocal ensemble experience.

2.2 Projected enrollment in the proposed course: 5-15 students per section, based on current numbers of BFA Performing Arts majors concentrating in Musical Theatre participating in Musical Theatre productions.

2.3 Relationship of the proposed course to courses now offered by the department: This course would be a natural and welcome component of our performance curriculum.

2.4 Relationship of the proposed course to courses offered in other departments: Very similar to the complimentary Music Department's Opera Theatre performance course.

2.5 Relationship of the proposed course to courses offered in other institutions: Very similar to Musical Theatre ensemble performance courses offered by other collegiate Theatre programs nationally. Would be complementary and transferable to any accredited, performance oriented college or university

Musical Theatre program. WKU benchmark schools with a Music Theatre curriculum that offer similar a course include (but are not limited to) Northern Kentucky University, Illinois State University and the University of Arkansas.

3. Discussion of proposed course

3.1 Course objectives: To provide applied experiential learning opportunities for Musical Theatre students to apply knowledge and skills acquired in the studio/classroom in the context of actual musical theatre performance conditions.

3.2 Content outline: Rigorous rehearsal and performance of musical theatre literature.

3.3 Student expectations and requirements: Active, reliable participation in the rehearsal and performance process.

3.4 Tentative texts and course materials: Required texts and materials vary according to the needs of particular productions.

4. Resources

4.1 Library resources: None
4.2 Computer resources: None

5. Budget implications

5.1 Proposed method of staffing: Current Theatre & Dance department faculty.

5.2 Special equipment needed: Current departmental resources will suffice.

5.3 Expendable materials needed: Current departmental resources will suffice.
5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Department of Theatre and Dance	9/26/06
Potter College Curriculum Committee	10/12/06
University Curriculum Committee	
University Senate	

Attachments: Course Inventory Form

Proposal Date 10/26/06

Potter College of Arts, Humanities and Social Sciences
Department of Theatre and Dance
Proposal to Create a New Course
(Action Item)

Contact Person: Scott Stroot email: scott.stroot@wku.edu Phone: ext. 5845

1. Identification of proposed course

1.2 Prefix and number: THEA 380
1.2 Title: Directing II
1.3 Abbreviated title: Directing II
1.4 Credit hours and contact hours: 3 credit hours, 3 contact hours
1.5 Type of course: A-Applied Learning
1.6 Prerequisites: THEA 371 and Permission of Instructor

1.7 Catalog course listing: Applied practice in ground-plan development and implementation, organic blocking, coaching actors, and rehearsal management.

2. Rationale

2.1 Reason for developing the proposed course: To ensure that directing students have had adequate practical application practice with ground-plan development and implementation, organic blocking, coaching actors and rehearsal management prior to taking on the intensive leadership responsibilities required by advanced directing projects.

2.2 Projected enrollment in the proposed course: 12-16 students per section, based on long standing enrollment patterns in *THEA 415: Directing Studio* and *THEA 392: Production of Theatre for Children*, the current "next step" courses for students that have completed *THEA 317: Directing I.*

2.3 Relationship of the proposed course to courses now offered by the department: This course fills a longstanding and badly needed gap in our directing curriculum. It will be a natural, desirable complement to our current directing courses *(THEA 371: Directing I, THEA 415: Directing Studio* and THEA *392: Production of Theatre for Children.)*

2.4 Relationship of the proposed course to courses offered in other departments: While this course will play a typical role as the intermediate curricular step between foundation and advanced courses, the content is specialized and specific to stage directing in the theatre, and in that regard is unique in the WKU curriculum.

2.5 Relationship of the proposed course to courses offered in other institutions: While course formats may vary, similar intermediate level courses in Directing are offered by virtually

all collegiate theatre programs that offer a directing curriculum. Specific examples include Wright State, NYU, Louisiana College, Cleveland State University, Armstrong Atlantic, UW Madison, among others. This course would be complementary and transferable to any accredited college or university theatre program.

3. Discussion of proposed course

3.1 Course objectives: To prepare directing students to take on advanced independent directing projects by giving them adequate practical application practice with groundplan development and implementation, organic blocking, coaching actors, and rehearsal management.

3.2 Content outline:

- Scene preparation (dramatic acting analysis, groundplan development, and blocking)
- Casting
- Rehearsal
- Presentation and critique

3.3 Student expectations and requirements:

- Timely and thorough completion all scene preparation and rehearsal management assignments.
- Attendance at all group seminars, scene presentations and critique sessions.
- Thoughtful, responsible rehearsal management.

3.4 Tentative texts and course materials: Select scenes from playscripts, supplied and/or assigned by the instructor.

4. Resources

4.1 Library resources: N/A
4.2 Computer resources: N/A

5. Budget implications

5.1 Proposed method of staffing: Will be taught by current Department faculty.
5.2 Special equipment needed: Departmental resources adequate
5.3 Expendable materials needed: None
5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Department of Theatre and Dance	2/26/06
Potter College Curriculum Committee	10/12/06
University Curriculum Committee	
University Senate	

Attachment: Course Inventory Form

Proposal Date 10/26/06

Potter College of Arts, Humanities and Social Sciences
Department of Theatre and Dance
Proposal to Create a New Course
(Action Item)

Contact Person: Scott Stroot email: scott.stroot@wku.edu Phone: ext. 5845

1. Identification of proposed course

1.1 Prefix and number: PERF 400
1.2 Title: Advanced Performing Arts Studio
1.3 Abbreviated title: Advanced Perf. Arts Studio
1.4 Credit hours and contact hours: 3 credit hours
1.5 Type of course: P-Practicum

1.6 Prerequisites: Department of Theatre and Dance majors only, at least Junior Standing and Permission of Instructor

1.7 Catalog course listing: A team mentored applied performing arts studio offering advanced Department of Theatre and Dance majors an opportunity to work together in small, collaborative teams on the conceptualization and production of fully realized performing arts events. Repeatable twice for a total of 9 credits.

2. Rationale

2.1 Reason for developing the proposed course: Two similar courses, *THEA 392: Production of Theatre for Children* and *415: Directing Studio,* have been regular features of the Department of Theatre and Dance curriculum for many years. This proposed new course will fill the same niche for advanced, collaborative performing arts event production, but will allow/encourage participation by a greater diversity of Theatre and Dance department students (e.g. dancers, choreographers, playwrights, designers, musicians, stage managers, technical directors etc.) and enhance accountability for full participation and production value quality, which currently falls on student directors alone.

2.2 Projected enrollment in the proposed course: Projected enrollment in the proposed course: 12-16 students per section, based on long standing enrollment patterns in *THEA 415: Directing Studio* and *THEA 392: Production of Theatre for Children,* the current "next step" courses for students that have completed *THEA 317: Directing I.*

2.3 Relationship of the proposed course to courses now offered by the department: This proposed new course will fill the same niche for advanced, collaborative performing arts event production as our current *THEA 392: Production of Theatre for Children* and *415: Directing Studio* courses, but will allow/encourage participation by a greater diversity of Theatre and Dance department students (e.g. dancers, choreographers, designers, musicians, stage managers, technical directors etc.) and enhance accountability for full participation and production value quality, which currently falls on student directors alone.

2.4 Relationship of the proposed course to courses offered in other departments: This course, as are the courses it is designed to replace, is unique to the Department of Theatre and Dance.

2.5 While course formats may vary, similar advanced collaborative practical application courses are common to many undergraduate theatre and dance programs. Specific examples include Northeastern University, Northern Michigan University, Ball State University, Northern Arizona University, Northern Iowa University. This course would be complementary and transferable to any accredited college or university theatre program.

3. Discussion of proposed course

3.1 Course objectives: To offer advanced Department of Theatre and Dance majors an intensive collaborative, experiential learning opportunity to apply and assess specific disciplinary knowledge and skills in the context of practical performing arts events production.

3.2 Content outline**:**

- Collaborative conceptualization
- Rehearsal and production
- Critique and Assessment

3.3 Student expectations and requirements:

- Timely and thorough completion of all concept development and presentation assignments.
- Thoughtful, responsible rehearsal and production behavior.
- Attendance at all production meetings, group seminars and critique sessions.

3.4 Tentative texts and course materials: Variable according to the needs of specific productions and genres.

4. Resources

4.1 Library resources: N/A
4.2 Computer resources: N/A

5. Budget implications

5.1 Proposed method of staffing: Will be taught by current Department faculty.
1.2 Special equipment needed: Departmental resources adequate
1.3 Expendable materials needed: None
5.4 Laboratory supplies needed: None

6. Proposed term for implementation: Spring 2007

7. Dates of prior committee approvals:

Department of Theatre and Dance	9/26/06
Potter College Curriculum Committee	10/12/06
University Curriculum Committee	
University Senate	

Proposal Date: 9/29/2006

Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise a Program
(Action Item)

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1. ***Identification of program***
   1.1 Reference Number: 725
   1.2 Current Program Title: Mass Communication
   1.3 Credit hours: 36

2. ***Identification of the proposed changes:***
   Delete requirement for HIST 349, US History since 1945
   Delete Art 239, Creative Art Photography from aesthetic category of restricted electives.
   Delete JOUR 453 Public Relations Research (formerly theory) from Media & Society category of restricted electives
   Add ENG 465 Film Genres to the cultural category of restricted electives
   Add HIST 447 History of American Popular Culture to the cultural category of restricted electives
   Add ENG 466 Film Theory to the media & society category of restricted electives.
   ADD JOUR 300 Research in Advertising and PR to Media & Society category of restricted electives
   Clarification of admission policy concerning minimum of 18 hours before admission.

3. ***Detailed program description:***

Current program:
To be admitted to the major in mass communication, a student must meet these requirements:
1. Completion of BCOM 185, BCOM 201 or JOUR 201, and BCOM 300 with a minimum grade of "C"; Prospective majors may take no more than 18 credit hours in BCOM/JOUR combined prior to admission to the major;
2. Completion of 48 credit hours of course work applicable to the baccalaureate degree with a minimum overall grade point average of 2.5. Required courses include COMM 145 or 161 (161 preferred), HIST 119 or 120, the general education math requirement, and ENG 100 with at least a "C"
Required Core Courses -- 18 hours
BCOM 185 Intro to Broadcasting
BCOM 201 Process & Effects Mass Comm or JOUR 201 Media and Society
BCOM 300 American Popular Arts

BCOM 301 Mass Comm Law & Ethics or JOUR 301 Press Law & Ethics
BCOM 401 History of Broadcasting in Amer. or JOUR 421 Amer. Press History
JOUR 422 Current Issues in Mass Communication (capstone course)

Elective Areas -- 18 hours Choose six courses representing at least four areas. One half of the hours in the mass communication major must be at the 300- or 400-level. No course with a grade of "D" or below may be counted toward this major.
The following courses are required in general education: ECON 150 or ECON 202 or ECON 203 (Category C), PS 110 (Category C).
*Additional requirements outside the major and general education: HIST 349.

Mass Communication Major Elective Areas (18 hours) -- Choose six courses representing at least four areas.

Aesthetic
BCOM 271 Introduction to Cinema
*ART 239 Creative Art Photography
ENG 365 Literature & Film
ENG 366 History of Narrative Film
ANTH 448 Visual Anthropology
FREN 450 Topics in Francophone Cinema

Cultural
FLK 280 Cultural Diversity in the U.S.
FLK 373 Folklore and the Media
FLK 379 Topics in Folklore-restricted to Women in Media topic
COMM 363 Interracial Communication
COMM 463 Intercultural Communication
WOMN 321 Women & Journalism

Commerce
MKT 320 Basic Marketing Concepts
PSY 371 Psychology of Sales Behavior
PHIL 321 Morality and Business
JOUR 341 Principles of Advertising
JOUR 355 Fndmntls of Public Relations
BCOM 360 Electronic Media Programming and Research
BCOM 485 Broadcast Operations & Mgmnt
JOUR 428 Newspaper Management

Government
PS 327 Civil Liberties
PS 371 Public Opinion & Electoral Behavior
PS 372 Politics and the Mass Media
PS 375 Fundamentals of Political Campaign Management

PS 338 Government and Ethics
PS 450 Seminar in International Relations (restricted media topics)
Media and Society
BCOM 481 Problems in Mass Communication
*JOUR 453 Public Relations Theory/Research
COMM 341 Theories of Communication
COMM 346 Persuasion
PSY 350 Social Psychology
SOCL 345 Sociology of Popular Music
HIST 347 Social History of the U.S. since 1800
HIST 480 A Social History of Science

Proposed program:
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COMM 346 Persuasion
PSY 350 Social Psychology
SOCL 345 Sociology of Popular Music
HIST 347 Social History of the U.S. since 1800
HIST 480 A Social History of Science

4. Rationale for proposed program revisions:

Hist 349 is infrequently offered, and we have determined it is not integral to the program.

ART 239 has been deleted from the university course inventory

JOUR 453 has been deleted from the university course inventory

ENG 465 Film Genres and ENG 466 Film Theory are relatively new courses created after the last program revision for Mass Comm. They provide relevant electives to the program.

HIST 447 History of American Popular Culture is a new course. It is a relevant elective to the program.

JOUR 300 Research in Advertising and PR is a new course and provides a comparable replacement for JOUR 453, PR Theory & Research

Clarification of minimum 18 hours in the major before admission.

5. Proposed term for implementation and special provisions:

Term: Summer 2007

Provisions, if applicable: Students currently enrolled in the major will be allowed to follow the new program.

6. Dates of prior committee approvals:

School of Journalism & Broadcasting Curriculum Committee	9/29/06
School of Journalism & Broadcasting	9/29/06
Potter College Curriculum Committee	10/12/2006
University Curriculum Committee	
University Senate	

Attachment: **Program Inventory Form**