

**UNDERGRADUATE CURRICULUM COMMITTEE
WESTERN KENTUCKY UNIVERSITY**

REPORT TO THE UNIVERSITY SENATE:

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

The Undergraduate Curriculum Committee submits the following items from the October 22, 2009, meeting for approval by the University Senate:

Information Item: (page 4)

1. OCSE: EE 476, Electromagnetic Fields and Waves, II
2. PCAL: ENG 475, Writing Workshop
ENG 468, Early Modern English Literature
RELS 311, The Qur'an
CHIN 103, Elementary Intensive Chinese Drill

Consent Agenda: (page 16)

1. GFCB: #723, Management, MIBU Concentration
2. OCSE: AMS 140, Introduction to Occupational Safety
AMS 175, University Experience AMS
AMS 328, Robotics and Machine Vision
AMS 342, Manufacturing Operations
AMS 370, Computer Numerical Control
AMS 417, Advanced Manufacturing Materials
AMS 427, Advanced Manufacturing Processes
3. PCAL: ANTH 341, Peoples and Cultures of Asia
ART 390, Contemporary Art
ART 494, Seminar in Art History
ART 302, Nineteenth Century Art
ART 303, Twentieth Century Art
PS 211, Intro. to Public Policy
PS 210, State Government
PS 415, Federalism and Public Policy
PS 314, Government and Business
PS 220, 300, 326, 327, 328 (See Proposal)
4. CHHS: ENV 221, Safety and Health Standards

ENV 321, Fundamentals of Industrial Hygiene
ENV 322, Physical Hazards Recognition and Control
ENV 423, Safety Program Management

Action Agenda: (page 38)

1. GFCB: ECON 375, Moral Issues of Capitalism
2. OCSE: AMS 317, Materials Science I
AMS 327, Manufacturing Methods
PHYS 318, Use of Computers for Physical Measurements
#506, Advanced Manufacturing
3. PCAL: SPAN 455, Topics in Hispanic Literary and Cultural Studies
ENG 365, Film & Literature
COM 451, Computer Mediated COMM
ART 408, European Art 1700-1848
ART 409, European Art 1848-1900
ART 410, European Art 1900-1945
ENG 471, Teaching English as a Second Language Prac.
N/A, Endorsement to Teach English as Second Language Prac.
#344, Dance Minor
4. CHHS: DH 204, Periodontics
DH 309, Pain Control in Dentistry
PE 313, Motor Development
CFS 396, Adoption Theories and Research
DMT 449, Design Humanics
CD 201, American Sign Language III
CD 301, American Sign Language IV
CD 401, Fingerspelling
CD 402, ASL Professional Ethics and Issues
CD 403, Deaf Culture and History
#587, Physical Education
#596, Bachelor of Science – Post RN Program
#___, Certificate in Occupational Safety and Health
#___, Certificate in American Sign Language Studies
5. BGCC: BUS 249C, Employee Benefits Programs
NUR 104C, Calculations for Nursing
NUR 105C, Fundamentals of Nursing
NUR 106C, Fundamentals of Nursing Clinical
NUR 155C, Medical-Surgical Nursing I
NUR 156C, Medical-Surgical Nursing Clinical
NUR 165C, Mental Health Nursing
NUR 166C, Mental Health Nursing Clinical

NUR 208C, Medical-Surgical Nursing II
NUR 209C, Medical-Surgical Nursing II Clinical
NUR 215C, Maternal-Newborn Nursing
NUR 216C, Maternal-Newborn Nursing Clinical
NUR 254C, Pediatric Nursing
NUR 255C, Medical Surgical Nursing III
NUR 256C, Nursing Seminar
NUR 257C, Nursing Practicum
#288, Business
#1703, Certificate in Human Resources
#223, IS
#273, Associate of Science in Nursing
#____, Certificate in Computer Literacy

Items Referred to UCC Subcommittee:

1. Academic Policy: Can WKU students take general university experience course and program specific university experience course and receive credit for each course?

Proposal Date: September 4, 2009

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

Contact Person: Walter Collett, walter.collett@wku.edu , Campus phone: 5-2016

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: EE 476
- 1.2 Course title: Electromagnetic Fields and Waves II
- 1.3 Abbreviated course title: EM Fields and Waves II
- 1.4 Credit hours: 3
- 1.5 Schedule type: Lecture
- 1.6 Prerequisite: EE 473
- 1.7 Course description: A study of the principles and devices involved in electromagnetic energy transmission. Topics include plane wave propagation, waveguides, antennas, and transmission lines.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: This course will be offered as a senior-level technical elective. Offering the course on a one-time basis will allow the electrical engineering faculty to gauge student interest in the subject matter, and will aid in determining whether to offer the course on a permanent basis.
- 2.2 Relationship of the proposed course to courses offered in other academic units: The WKU Physics Department has a course – PHYS 445 Electromagnetism II – which emphasizes electromagnetic waves, dispersion, and radiation. The proposed course will present engineering aspects and devices (such as waveguides) used in the transmission of electromagnetic energy.

3. Description of proposed course

- 3.1 Course content outline
 - Review of EM fundamentals
 - Plane wave propagation in complex media
 - Propagation in lossy dielectrics
 - The Poynting vector and energy flow
 - Reflection, refraction, and transmission at a boundary
 - Transmission lines
 - Transmission line parameters
 - Input impedance, standing wave ratio, and power
 - The Smith chart
 - Transmission line transients
 - Microstrip transmission lines
 - Applications
 - Waveguides
 - Rectangular waveguides
 - Transverse magnetic (TM) and transverse electric (TE) modes
 - Power transmission and attenuation

- Antennas
 - Production of EM waves
 - The Hertzian dipole
 - The half-wave dipole antenna
 - Other antenna configurations
 - Antenna characteristics
 - Antenna arrays
 - Radar

3.2 Tentative text(s)

Matthew N. O. Sadiku, Elements of Electromagnetics, 4th Edition, Oxford University Press, 2007. ISBN-13: 978-0-19-530048-2.

4. Term of Implementation: Spring 2010

5. Dates of review/approvals:

Engineering Department:	<u>9/18/2009</u>
Ogden Curriculum Committee	<u>10/01/09</u>
Ogden College Dean	_____
UCC	10/22/09
Provost	_____

Attachment: Course Inventory Form

Proposal Date: September 21, 2009

Potter College of Arts and Letters
Department of English
Proposal to Create a Temporary Course
(Information Item)

Contact Person: David J. Bell, david.j.bell@wku.edu, 745-4406

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: ENG 475
- 1.2 Course title: Writing Workshop II: Fiction
- 1.3 Abbreviated course title: Writing Workshop II: Fiction
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites: ENG 303 or equivalent
- 1.7 Course description: An advanced and intensive course exploring the techniques of writing fiction, emphasizing contemporary theory and practice.

2. Rationale

- 2.3 Reason for offering this course on a temporary basis: This course would serve our growing numbers of creative writing majors and minors who currently do not have an advanced course for the study of fiction writing. The Department of English is looking to create an advanced course for both majors and minors that covers the essential aspects of theory as well as the practice of writing fiction. We also believe this course will meet the need that students have expressed for an advanced course beyond ENG 303. If demand for this course is great as we anticipate, we will propose to add it to our creative writing curriculum.
- 2.4 Relationship of the proposed course to courses offered in other academic units: Courses which serve as “advanced” are offered in many other departments. The course brings the creative writing program within the Department of English in line with other PCAL departments, but is not in other ways related to courses outside our department.

3. Description of proposed course

- 3.1 Course content outline:
The content of the course will be presented through the workshop method. Students will begin the semester with readings of both published fiction as well as theoretical approaches to the art and craft of fiction writing. The majority of the class will consist of reading and responding to the students’ own short fiction, using the workshop method.
- 3.2 Tentative text(s):
The Art of Fiction by John Gardner.
Best American Short Stories 2009, edited by Alice Sebold
Student-generated short fiction

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

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

5. Term of Implementation: Spring 2010

6. Dates of review/approvals:

English Department/Division: September 25, 2009

PCAL Curriculum Committee: October 1, 2009

PCAL Dean: October 2, 2009

UCC: October 22, 2009

Senate:

Provost:

Attachment: Course Inventory Form

Proposal Date: September 14, 2009

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

Contact Person: Dr. Elizabeth Weixel, beth.weixel@wku.edu, 270-745-2257

1. Identification of proposed course

- 1.1 Course prefix and number: ENG 468
- 1.2 Course title: Early Modern English Literature
- 1.3 Abbreviated course title: Early Mod Eng Lit
- 1.4 Credit hours: 3
- 1.5 Schedule type: L and S
- 1.6 Prerequisites/corequisites: Prerequisites: ENG 100 and ENG 200 or appropriate course in Gen Ed Cat B1
- 1.7 Course description:
A study of the literature of early modern England, including the sixteenth and seventeenth centuries, with particular attention to the embrace of English as a poetic language; the development and uses of genre and poetic forms; and political, cultural, and social contexts.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis:
ENG 468 replaces ENG 483 (The English Renaissance) and ENG 485 (The Seventeenth Century). The course's purview of "early modern" literature resists some problems of periodization and more readily encourages an understanding of literature as evolving on a historical and artistic continuum. In addition, a broader definition accommodates material often not covered in other courses, such as early modern women's writing and pre-Elizabethan Renaissance literature. We expect that the course's wider reach, covering the sixteenth and seventeenth centuries and major canonical writers of the period, will be more attractive to students than separate courses on sub-periods or individual writers.

2.2 Relationship of the proposed course to courses offered in other academic units:
The proposed course contains no significant overlap with other courses offered in Potter College of Arts and Letters. In the context of the college's courses in the area of early modern studies, such as HIST 317 (Renaissance Europe) and HIST 419 (Tudor-Stuart England), the proposed course offers a unique focus on the literature of sixteenth- and seventeenth-century England.

To avoid duplicating content currently offered in ENG 482 (Shakespeare), the proposed course will only briefly touch on Shakespeare in the context of early modern sonnet sequences and will not include his major works.

3. Description of proposed course

3.1 Course content outline

The course will be organized, in addition to a general chronological organization, by thematic categories that emphasize major literary developments.

- Henrian Literature: Rise of the English Vernacular
 - Topics covered: Features of medieval and early modern English language, politics and poetry
 - Writers studied: Skelton, More, Wyatt, Surrey
- The Vogue for Sonnets: Form and Flexibility in Early Modern Poetry
 - Topics covered: Sonnet forms, manuscript culture, poetic and social identity
 - Writers studied: Sidney, Spenser, Shakespeare, Donne
- Poets on Center Stage: Professionalization, and the Theater
 - Topics covered: Conditions of literary production, patronage, development of print culture, poet laureates and professional writers, writing for the stage
 - Writers studied: Spenser, Jonson, Marlowe
- Early Modern Women Writers
 - Topics covered: Early modern gender roles, education, private spheres and public voice
 - Writers studied: Elizabeth I, Cary, Wroth, Lanyer, Behn
- Political and Personal Crisis: Metaphysical and Cavalier Poetry
 - Topics covered: Political and religious writing, personal withdrawal, literary communities, *carpe diem*
 - Writers studied: Herbert, Donne, Marvell, Herrick, Carew, Lovelace, Suckling, Crashaw, Vaughan
- The Later Seventeenth-Century: New Directions and Expanding Horizons
 - Topics covered: Nation and imperial expansion, political and poetic license
 - Writers studied: Milton, Bunyan, Behn

3.2 Course Objectives

After completing this course, students should be able to:

- Trace the evolution of English as a poetic language in the early modern period
- Identify and analyze common early modern poetic forms and genres
- Explain the role of writers and literature in early modern political and social contexts
- Find and critically analyze recent scholarship on early modern English literature

3.3 Tentative text(s)

The course textbook will be an anthology of early English literature, such as *The Longman Anthology of British Literature, vol. 1* or *The Norton Anthology of English Literature, vol. B (Sixteenth Century and Early Seventeenth Century)*.

Texts covered may include:

- Skelton, “Lullay, lullay, like a child,” “The Tunning of Elinour Rumming,” “Philip Sparrow”
- More, selections from *Utopia*
- Selections from Tottel’s *Miscellany* (including Wyatt and Surrey)
- Sidney, selections from *Astrophil and Stella* and *The Defense of Poesy*
- Shakespeare, selected sonnets
- Marlowe, “The Passionate Shepherd to His Love;” *Doctor Faustus*
- Cary, *The Tragedy of Miriam*
- Raleigh, “The Nymph’s Reply to the Shepherd”
- Spenser, Book I, *The Faerie Queene*; *The Shepherd’s Calendar*; selections from *Amoretti* and *Epithalamion*
- Donne, *Holy Sonnets*; selections from *Songs and Sonnets*; selections from *Devotions Upon Emergent Occasions*
- Lanyer, from *Salve Deus Rex Judaeorum*
- Jonson, “To My Book,” “To Penshurst,” “To John Donne,” “Song: To Celia,” “Inviting a Friend to Supper”
- Wroth, selections from *The Countess of Montgomery’s Urania*
- Herbert, selections from *The Temple*
- Herrick, selections from *Hesperides*
- Marvell, the mower poems, “The Garden,” *Upon Appleton House*, “A Dialogue Between the Soul and the Body,” “To His Coy Mistress,” “An Horatian Ode”
- Milton, *Lycidas*, selections from *Paradise Lost*
- John Bunyan, selections from *Pilgrim’s Progress*
- Aphra Behn, “The Disappointment” and selections from *Oroonoko*

4. Second offering of a temporary course: Not applicable

5. Term of implementation: Spring 2010

6. Dates of review/approvals:

English Department/Division: September 25, 2009

PCAL Curriculum Committee: October 1, 2009

PCAL Dean: __ October 2, 2009

UCC Chair: __ October 22, 2009

Provost _____:

Attachment: Course Inventory Form

Proposal Date: September 15, 2009

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

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

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: RELS 311
- 1.2 Course title: The Qur'an
- 1.3 Abbreviated course title: THE QUR'AN
- 1.4 Credit Hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: none
- 1.7 Course description: An introduction to the Qur'an and its contemporary and historical roles in the lives of Muslims as well as their societies and cultures.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: The proposed course is essential for equipping students with tools to engage historical and contemporary studies of Muslim cultures and communities with greater sophistication.
- 2.2 Relationship of the proposed course to courses offered in other academic units: There is no comparable course at WKU. However, the course will serve as an introduction to this world literary classic, which will support the curriculum in other departments. The course supports or develops topics relevant to courses in, for example, the Departments of History (HIST 462, History of the Middle East) and Art History (ART 407, Islamic Art and Architecture).

3. Description of proposed course

3.1 Course content outline:

- Introduction to historical context of the Qur'an
 - Pre-Islamic Arabia and Judeo-Christian context
 - Muhammad (Meccan and Medinan career, Sunnah, analysis of historical sources)
- Qur'an overview
 - Listening to the text
 - What is Scripture and What is Qur'an?
 - Themes and Messages of the Qur'an (an overview)
 - The roles and etiquette of the Qur'an in Muslim life
- Structure and Style of the Qur'an
 - Joseph in the Qur'an and Hebrew Bible
 - Sura 100 "The Charging Steeds"
 - Surah 2 "The Cow"
 - Creation and Eschatology in the Qur'an
 - Stories of the Prophets

- History of the Text
 - Chronology of text
 - Transmission of the text
 - Traditional accounts of the collection of the Qur'an
 - Historical accounts of the collection of the Qur'an
- Law
 - Roots of Jurisprudence
 - Abrogation and Alcohol
 - Adultery and Stoning
- Commentary Literature
 - Classical commentaries
 - Sunni commentaries
 - Shia commentaries
 - Contemporary Commentaries
- Mystical Readings
 - The Inner meanings of the Qur'an
 - Sura 18
 - Sura 24:35
- Topics
 - Science and philosophy
 - Women and the Qur'an
 - Jihad and conflict in the Qur'an
 - Religious minorities in the Qur'an
 - Contemporary Political readings of the Qur'an

3.2 Tentative text(s):

- *The Cambridge Companion to the Qur'an*, ed. Jane Dammen McAuliffe (Cambridge University Press, 2006)
- Mattson, Ingrid. *The Story of the Qur'an: its history and place in Muslim life*, (Blackwell, 2008)
- *The Qur'an*, translated by M.A.S. Abdel Haleem (Oxford Univ. Press, 2004)
- Excerpted materials from the following:
 - Williams, John. *The Word of Islam* (Univ. of Texas Press, 1994)
 - Cook, Michael. "Sources," in *Muhammad* (Oxford Univ. Press, 1996)
 - Esack, Farid. *The Qur'an: a short introduction*, (Oneworld, 2002)
 - Abdel Haleem, M. *Understanding the Qur'an* (New York: I.B. Tauris, 1999)
 - *Approaches to the Qur'an*, ed. G.R. Hawting and Abdul-Kader A. Shareef, (Routledge, 1993).
 - Sells, Michael. *Approaching the Qur'an* (Ashland, Oregon: White Cloud Press, 1999)
 - Rahman, Fazlur. *Major Themes of the Qur'an* (Minneapolis: Bibliotheca Islamica, 1994)
 - Donner, Fred. *Narratives of Islamic Origins* (Darwin Press, 1998)
 - Coulson, N.J. "Qur'anic legislation," in *A History of Islamic Law*, (Edinburgh Univ. Press, 1964, reprinted 2003)
 - *The Blackwell Companion to the Qur'an*, ed. Andrew Rippin (Blackwell, 2006)
 - Sands, Kristen in *Sūfī Commentaries on the Qur'an in Classical Islam*, (Routledge, 2005)

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

4.1 Reason for offering this course a second time on a temporary basis:

4.2 Term course was first offered:

4.3 Enrollment in first offering:

5. Term of Implementation: Spring 2010

6. Dates of review/approvals:

Department/Division: September 16, 2009

Curriculum Committee: October 1, 2009

Dean:

UCC Chair: October 22, 2009

Provost:

Attachment: Course Inventory Form

Proposal Date: August 7, 2009

**University College
Honors College
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Liping Chen, liping.chen@wku.edu, 270-745-2837

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: CHIN103
- 1.2 Course title: Elementary Intensive Chinese Drill 1 FLI
- 1.3 Abbreviated course title: Elementary Intensive Chinese Drill 1 FLI
- 1.4 Credit hours: 1
- 1.5 Schedule type: A: Applied Learning
- 1.6 Prerequisites/Co-requisites: CHIN101 (Elementary Intensive Chinese 1FLI)
- 1.7 Course description: First year first semester practicum for those taking CHIN 101. It is designed to lay the groundwork for those who have no background in Chinese and who are interested in acquiring this language to communicate with Chinese people and understand Chinese culture. This class will employ a learner-centered, task-based and proficiency-driven approach.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: This class meets 3 hours per week to consolidate and expand what is covered in the existing CHIN101 (FLI), the so called 'lecture', where instruction on grammar, vocabulary, writing system and cultural aspects relevant to the accurate and appropriate use of language is given. This one-credit recitation helps improve students' speaking/listening and reading/writing skills in real and simulated linguistic situations.
- 2.2 Relationship of the proposed course to courses offered in other academic units: This is the first time this course is offered in the university. Together with CHIN101, it will provide an accelerated language instruction to ensure students to move successfully to the second semester of the newly-designed 4-year sequence of Chinese intensive courses.

3. Description of proposed course

- 3.1 Course content outline: Students in this class will work with native Chinese instructors to develop basic speaking/listening and reading/writing skills, understand basic conversational dialogues and narrative texts, converse on limited daily life topics, write short paragraphs on personal topics with some discourse connectors, and have an understanding of basic sentence structures of Chinese language through exposure to topics such as greetings, family, people, dates, times, shopping, dining, whether, transportation, etc. This course includes recognition and production of minimally 300 simplified characters.
- 3.2 Tentative text(s): *Integrated Chinese: Level 1, Part 1* (third edition): Textbook, workbook & character workbook, which are available at the university book store for purchase.

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

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

5. Term of Implementation: Fall 2009

6. Dates of review/approvals:

Department/Division:	October 2, 2009
Curriculum Committee:	October 1, 2009
Dean:	October 2, 2009
UCC:	October 22, 2009
Provost:	

Attachment: Course Inventory Form

Proposal Date: 9/16/2009

**Gordon Ford College of Business
Department of Management
Proposal to Delete a Program
(Consent Item)**

Contact Person: Zubair M. Mohamed, zubair.mohamed@wku.edu, 5-6360

1. Identification of program:

- 1.1 Program reference number: 723 MIBU
- 1.2 Program title: Concentration in International Business
- 1.3 Credit hours: 128

2. Rationale for the program deletion:

The CPE recently approved a New Major in International Business and there is no need to continue to offer International Business concentration in the management program.

3. Effect on current students or other departments, if known:

Students who are currently enrolled in the International Business concentration will be migrated to the major in International Business.

4. Proposed term for implementation: Spring 2010 (201010)

5. Dates of prior committee approvals:

Management Department/Division: 08/25/2009

GFCOB Curriculum Committee 09/30/2009

Undergraduate Curriculum Committee 10/22/2009

University Senate _____

Attachment: Program Inventory Form

Proposal Date:9-15-2009

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

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of course:

- 1.1 Course prefix (subject area) and number: AMS 140
- 1.2 Course title: Introduction to Occupational Safety
- 1.3 Credit hours: 1

2. Current corequisite: AMS 175

3. Proposed corequisite: None

4. Rationale for the revision of corequisites:

Many students come to the AMS Department in their Sophomore or Junior year having transferred from another institution or having already completed a university experience class at WKU. In either case, such students are not required to enrolling AMS 175. The proposed revision in corequisite status for AMS 140 and AMS 175 will eliminate the administrative adjustment currently required for each of those students.

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

6. Proposed term for implementation : Fall 2010

7. Dates of prior committee approvals:

AMS Department	<u>9-18-2009</u>
OCSE Curriculum Committee	<u>10-1-2009</u>
Undergraduate Curriculum Committee	<u>10-22-2009</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date:9-15-2009

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

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of course:

- 1.1 Course prefix (subject area) and number: AMS 175
- 1.2 Course title: University Experience -AMS
- 1.3 Credit hours:2

2. Current corequisite: AMS 140

3. Proposed corequisite: None

4. Rationale for the revision of corequisite:

Many students come to the AMS Department in their Sophomore or Junior year having transferred from another institution or having already completed a university experience class at WKU. In either case, such students are not required to enrolling AMS 175. The proposed revision in corequisite status for AMS 140 and AMS 175 will eliminate the administrative adjustment currently required for each of those students.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

AMS Department	<u>9-18-2009</u>
OCSE Curriculum Committee	<u>10-1-2009</u>
Undergraduate Curriculum Committee	10-22-2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 9-3-2009

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

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: AMS 328
 - 1.2 Course title: Robotics and Machine Vision
 - 1.3 Credit hours: 3
- 2. Current prerequisite :** AMS 327
- 3. Proposed prerequisite:** AMS 227
- 4. Rationale for the revision of prerequisite:** Reflect the change in numbering of AMS 327 to AMS 227
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Spring 2010
- 7. Dates of prior committee approvals:**

AMS Department:	<u>9-18-2009</u> _____
OCSE Curriculum Committee	<u>10-01-09</u> _____
Undergraduate Curriculum Committee	<u>10-22-2009</u> _____
University Senate	_____

Attachment: Course Inventory Form

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

Proposal Date:9-15-2009

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

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of course:

- 1.1 Course prefix (subject area) and number: AMS 370
- 1.2 Course title: Computer Numerical Control
- 1.3 Credit hours: 3

2. Current prerequisite: AMS 327

3. Proposed prerequisites: AMS 227 or consent of instructor

4. Rationale for the revision of prerequisites:

AMS 227 reflect the change in the numbering of AMS 327. The “consent of instructor” option would allow a student who may have an appropriate background in manufacturing to enroll in AMS 370 without having taken AMS 227.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

AMS Department/Division: 9-18-2009

OCSE Curriculum Committee 10-01-2009

Undergraduate Curriculum Committee 10-22-2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 9-15-2009

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

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of course:

- 1.1 Course prefix (subject area) and number: AMS 417
- 1.2 Course title: Advanced Manufacturing Materials
- 1.3 Credit hours: 3

2. Current prerequisites: AMS 317, AMS 327

3. Proposed prerequisites: AMS 217, AMS 227, or consent of instructor

4. Rationale for the revision of prerequisites:

AMS 217 and AMS 227 reflect the change in the numbering of AMS 317 and AMS 327. The “consent of instructor” option would allow a student who may have an appropriate background in manufacturing to enroll in AMS 417 without having taken the prerequisite courses.

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

AMS Department: 9-18-2009_____

OCSE Curriculum Committee 10-1-2009_____

Undergraduate Curriculum Committee 10-22-2009_____

University Senate _____

Attachment: Course Inventory Form

Proposal Date:9-15-2009

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

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of course:

- 1.1 Course prefix (subject area) and number: AMS 427
- 1.2 Course title: Advanced Manufacturing Processes
- 1.3 Credit hours: 3

2. Current prerequisites: AMS 327

3. Proposed prerequisites: AMS 227

4. Rationale for the revision of prerequisites:

This reflects the course number change from AMS 327 to AMS 227

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

AMS Department: 9-18-2009

OCSE Curriculum Committee 10-01-2009

Undergraduate Curriculum Committee 10-22-2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: September 21, 2009

**Potter College of Arts and Letters
Department of Folk Studies and Anthropology
Proposal to Reactivate a Suspended Course
(Consent Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ANTH 341
- 1.2 Course title: Peoples and Cultures of Asia
- 1.3 Credit hours: 3

2. Rationale for the course reactivation:

Reactivation of this course will enhance the breadth of offerings available to anthropology majors and minors and folklore minors as well as non-majors interested in the anthropology of Asia. In addition, the suspended course reflects teaching and research expertise of a new faculty member in the Anthropology Program.

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

There is no anticipated effect on other programs or departments although we hope the course might be of interest to students interested in Asian culture. There may be limited overlap in course content with classes offered in other disciplines (e.g. HIST 460, 461, 471, 472, 110; PS 366; GEOG 465; RELS 303, 306), but these similarities are superficial due to the discipline-specific nature of the research methods and theoretical frameworks used in Anthropology and Folk Studies (the course will be cross-listed with FLK 341 and will be taught by anthropology faculty). We anticipate that the course will be included as an elective in the Asian Studies Program.

4. Proposed term for implementation: Spring 2010

5. Dates of prior committee approvals:

Anthropology Program: September 21, 2009

Folk Studies and Anthropology Department: September 21, 2009

Potter College Curriculum Committee: October 1, 2009

Undergraduate Curriculum Committee: October 22, 2009

University Senate:

Attachment: Course Inventory Form

Proposal Date: September 21, 2009

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

Contact Person: Guy Jordan, guy.jordan@wku.edu, 270-745-8865

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ART 390
- 1.2 Course title: Contemporary Art
- 1.3 Credit hours: 3

2. Current prerequisites: ART 106 and ART 303.

3. Proposed prerequisites: ART 106 or permission of the instructor.

4. Rationale for the revision of prerequisites:

This revision brings ART 390 into alignment with other post-Renaissance art history courses offered by the Art Department that require only ART 106 as a prerequisite. ART 106 surveys the history of art from the Renaissance all the way up to the present day, and thus provides an adequate foundation for ART 390 just as much as it does for other courses for which it is the sole prerequisite: ART 302 (Nineteenth Century Art), ART 303 (Twentieth Century Art), ART 312 (Art of the United States to 1865), ART 313 (Art of the United States Since 1865), ART 314 (Southern Baroque Art), and ART 403 (Northern Renaissance Art)

5. Effect on completion of major/minor sequence:

ART 390 (Contemporary Art) covers a topic of particular interest to a variety of studio art majors and minors. Removing ART 303 (Twentieth Century Art) as a prerequisite will allow more students to include this course as an elective in their major/minor sequences.

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Art Department:	September 21, 2009
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Potter College Curriculum Committee	October 1, 2009
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Professional Education Council (if applicable)

General Education Committee (if applicable)

University Curriculum Committee	October 22, 2009
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University Senate

Attachment: Course Inventory Form

Proposal Date: September 21, 2009

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

Contact Person: Guy Jordan, guy.jordan@wku.edu, 270-745-8865

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ART 494
- 1.2 Course title: Seminar in Art History
- 1.3 Credit hours: 3

2. Current prerequisites: ART 105, ART 106, and two other art history courses.

3. Proposed prerequisites: ART 105, ART 106, and one other art history course.

4. Rationale for the revision of prerequisites:

Bachelor of Arts students in Visual Studies are required to take ART 105, ART 106, and two art history electives as part of their degree programs. Because the current prerequisites for ART 494 also require students to take ART 105, ART 106, and two art history electives, B.A. students in Visual Studies have no incentive to enroll in the course. Therefore, a reduction in the number of additional art history courses required as prerequisites beyond ART 105 and ART 106 from two to one will open up ART 494 as a course option to a larger pool of students.

5. Effect on completion of major/minor sequence:

This change will, in effect, add an additional regularly-scheduled course option for students fulfilling requirements for the B.A. in Visual Studies that is not available to them under the current alignment of B.A. curriculum requirements and ART 494 prerequisites.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Art Department:	September 21, 2009
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Potter College Curriculum Committee	October 1, 2009
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Professional Education Council (if applicable)

General Education Committee (if applicable)

University Curriculum Committee	October 22, 2009
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University Senate

Attachment: Course Inventory Form

Proposal Date: September 21, 2009

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

Contact Person: Guy Jordan, guy.jordan@wku.edu, 270-745-8865

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ART 302
- 1.2 Course title: Nineteenth Century Art
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course, along with ART 303 (Twentieth Century Art) are being replaced by three new courses that cover (and expand upon) the same material.

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

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Art Department: September 21, 2009

Potter College Curriculum Committee October 1, 2009

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee October 22, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: September 21, 2009

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

Contact Person: Guy Jordan, guy.jordan@wku.edu, 270-745-8865

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ART 303
- 1.2 Course title: Twentieth Century Art
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course, along with ART 302 (Nineteenth Century Art) are being replaced by three new courses that cover (and expand upon) the same material.

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

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Art Department: September 21, 2009

Potter College Curriculum Committee October 1, 2009

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee October 22, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: August 13, 2009

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

Contact Person: James Chappell, james.chappell@wku.edu, 745-6357

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PS 211
- 1.2 Course title: Introduction to Public Policy
- 1.3 Credit hours: Three (3)

2. Rationale for the course deletion:

The course requirements and expectations have been expanded and are more suitable for an upper level course. Therefore PS 211 is being deleted and PS 311 will be created under a separate proposal.

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

The content of this course is being expanded and will be part of a newly created course- PS 311 – Public Policy. There will be no effect on any program or other department.

4. Proposed term for implementation: Spring 2010

5. Dates of prior committee approvals:

Political Science Department:	September 28, 2009
Potter College Curriculum Committee	October 1, 2009
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	October 22, 2009
University Senate	

Attachment: Course Inventory Form

Proposal Date: September 28, 2009

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

Contact Person: Joel Turner, joel.turner@wku.edu, 5-2728

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PS 210
- 1.2 Course title: State Government
- 1.3 Credit hours: Three (3)

2. Rationale for the course deletion:

The course requirements and expectations have been expanded and are more suitable for an upper level course. Therefore PS 210 is being deleted and PS 304 will be created under a separate proposal. The material currently presented in PS 210 will be addressed in the new upper-level course.

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

Several departments in the Journalism school require PS 210 as part of their undergraduate program. They have been notified of the change and have been supportive of the move to PS 304, which they will require going forward as part of their degree programs.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Political Science Department	September 28, 2009
Potter College Curriculum Committee	October 1, 2009
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	October 22, 2009
University Senate	

Attachment: Course Inventory Form

Proposal Date: August 1, 2009

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

Contact Person: James Chappell, james.chappell@wku.edu, 745-6357

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PS 415
- 1.2 Course title: Federalism and Public Policy
- 1.3 Credit hours: Three (3)

2. Rationale for the course deletion:

This course is no longer relevant within the course structure of the Political Science Department. The material presented in this course is addressed in several other Political Science courses, including PS 440 and PS 480.

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

This course has not been offered for over five years. There will be no effect on any program or other department.

4. Proposed term for implementation: Spring 2010

5. Dates of prior committee approvals:

Political Science Department:	August 13, 2009
Potter College Curriculum Committee:	October 1, 2009
Professional Education Council: (if applicable)	
General Education Committee: (if applicable)	
Undergraduate Curriculum Committee:	October 22, 2009
University Senate:	

Attachment: Course Inventory Form

Proposal Date: August 1, 2009

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

Contact Person: James Chappell, james.chappell@wku.edu, 745-6357

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PS 314
- 1.2 Course title: Government and Business
- 1.3 Credit hours: Three (3)

2. Rationale for the course deletion:

This course is no longer relevant within the course structure of the Political Science Department. The material presented in this course is addressed in several other Political Science courses, including PS 338, PS 440, PS 441, and PS 442.

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

This course has not been offered for over five years. There will be no effect on any program or other department.

4. Proposed term for implementation: Spring 2010

5. Dates of prior committee approvals:

Political Science Department:	August 13, 2009
Potter College Curriculum Committee	October 1, 2009
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	October 22, 2009
University Senate	

Attachment: Course Inventory Form

Proposal Date: August 1, 2009

**Potter College of Arts and Letters
Department of Political Science
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Saundra Curry Ardrey, saundra.ardrey@wku.edu, 745-4559

1. Identification of course:

1.1 Course Prefix: PS 220, 300, 326, 327, 328

1.2 Course title:

1.3 Credit hours: 3 hours

2. Current prerequisites: Junior Standing

3. Proposed prerequisites:

PS 110 for PS 220, 326, 327, 328

PS 250 for PS 300

4. Rationale for the revision of prerequisites:

The pre-requisite is difficult to monitor and the Department wants to be more accessible to students. Students do not have to wait until their junior year to be prepared academically to take these courses. Students must still meet the PS 110, Introduction to American Government, pre-requisites for PS 220, 326, 327 and 328. Introduction to International Relations, PS 250, is still the pre-requisite for PS 300. This will allow students across the University more flexibility in their program of study.

5. Effect on completion of major/minor sequence:

Students may be able to complete their program of study in a more timely manner.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Political Science Department: August 13, 2009

Potter College Curriculum Committee: October 1, 2009

General Education Committee: (if applicable)

Undergraduate Curriculum Committee: October 22, 2009

University Senate:

Attachment: Course Inventory Form

Proposal Date: August 25, 2009

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

Contact Person: Dr. Ritchie Taylor, ritchie.taylor@wku.edu, 5-8975

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENV 221
 - 1.2 Course title: Safety and Health Standards, Codes, and Regulations
 - 1.3 Credit hours: 3.0
- 2. Current prerequisite:** ENV 120
- 3. Proposed prerequisites:** ENV 120 or permission of instructor.
- 4. Rationale for the revision of prerequisites:** This course is proposed to be a component of the Occupational Safety and Health certificate program. As such, we may have students that are working professionals that request to take this course in conjunction with or prior to taking ENV 120. Each student will be advised according to previous academic experience. A decision will be made by the instructor as to the ability of the student to successfully complete the course.
- 5. Effect on completion of major/minor sequence:** This change will Support working professionals pursuing the Occupational Safety and Health certificate program. Students in the Environmental Health Science major will be required to take the course in sequence, as advised.
- 6. Proposed term for implementation:** Spring 2010
- 7. Dates of prior committee approvals:**

Public Health Department:	<u>August 25, 2009</u>
CHHS Undergraduate Curriculum Committee	<u>Sept. 30, 2009</u>
Undergraduate Curriculum Committee	<u>October 22, 2009</u>
University Senate	_____

Attachment: Course Inventory Form

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

Attachment: Course Inventory Form

Proposal Date: August 25, 2009

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

Contact Person: Dr. Ritchie Taylor, ritchie.taylor@wku.edu, 5-8975

1. Identification of course:

- 1.1 Course prefix (subject area) and number: ENV 322
- 1.2 Course title: Physical Hazards Recognition and Control
- 1.3 Credit hours: 3.0

2. Current prerequisite: ENV 221

3. Proposed prerequisites: ENV 221 or permission of instructor.

4. Rationale for the revision of prerequisites: This course is proposed to be a component of the Occupational Safety and Health certificate program. As such, we may have students that are working professionals that request to take this course in conjunction with or prior to taking ENV 221. Each student will be advised according to previous academic experience. A decision will be made by the instructor as to the ability of the student to successfully complete the course.

5. Effect on completion of major/minor sequence: This change will Support working professionals pursuing the Occupational Safety and Health certificate program. Students in the Environmental Health Science major will be required to take the course in sequence, as advised.

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Public Health Department:	<u>August 25, 2009</u>
CHHS Undergraduate Curriculum Committee	<u>Sept. 30, 2009</u>
Undergraduate Curriculum Committee	<u>October 22, 2009</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 25, 2009

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

Contact Person: Dr. Ritchie Taylor, ritchie.taylor@wku.edu, 5-8975

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENV 423
 - 1.2 Course title: Safety Program Management
 - 1.3 Credit hours: 3.0
- 2. Current prerequisites:** ENV 321, 322, and 327.
- 3. Proposed prerequisites:** ENV 321 and ENV 322 or permission of instructor.
- 4. Rationale for the revision of prerequisites:** This course is proposed to be a component of the Occupational Safety and Health certificate program. As such, we may have students that are working professionals that request to take this course in conjunction with or prior to taking the prerequisites. The proposed Occupational Safety and Health certificate does not include ENV 327, nor is this elective required for the Environmental Health Science major. Each student will be advised according to previous academic experience. A decision will be made by the instructor as to the ability of the student to successfully complete the course.
- 5. Effect on completion of major/minor sequence:** This change will Support working professionals pursuing the Occupational Safety and Health certificate program. Students in the Environmental Health Science major will be required to take the course in sequence, as advised.
- 6. Proposed term for implementation:** Spring 2010
- 7. Dates of prior committee approvals:**

Public Health Department:	<u>August 25, 2009</u>
CHHS Undergraduate Curriculum Committee	<u>Sept. 30, 2009</u>
Undergraduate Curriculum Committee	<u>October 22, 2009</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 09/07/2009

**Gordon Ford College of Business
Department of Economics
Proposal to Create a New Course
(Action Item)**

Contact Person: Brian Strow, brian.strow@wku.edu, 745-7082

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ECON 375
- 1.2 Course title: Moral Foundations of Capitalism
- 1.3 Abbreviated course title: Moral Issues of Capitalism
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: S
- 1.6 Prerequisites: ECON 202, or ECON 203, or consent of the instructor
- 1.7 Course catalog listing: Survey course designed to study the moral foundations and consequences of current and changing government policies regarding the operation of markets.

2. Rationale:

- 2.1 Reason for developing the proposed course: To get students to critically examine the pros and cons of capitalism as an economic system.
- 2.2 Projected enrollment in the proposed course: 10-15 students. The primary is expected to come from business school students, all of whom will have taken an introductory economics course. Additional enrollment is expected from those undergraduate students in non business programs who wish to explore the moral foundations of capitalism.
- 2.3 Relationship of the proposed course to courses now offered by the department: ECON 491, *History of Economic Thought and Methods*, examines the evolution of economic thought from Plato through the 20th Century. Unlike ECON 491, the proposed course is more focused on the moral foundations of capitalism and the implication and impact of capitalism on the world of today/tomorrow.
- 2.4 Relationship of the proposed course to courses offered in other departments: PHIL 321, *Morality and Business* focuses on aspects of ethical firm behavior. This proposed course looks at the moral and ethical foundation of microeconomic actions and the macroeconomic system.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course covers similar material as covered by Clemson's ECON 350, "Moral and Ethical Aspects of Economics" and the University of Louisville's ECON 375, "Capitalism and Economic Freedom". Courses across the country have been created to study the moral and ethical foundations and implications of capitalism.

3. Discussion of proposed course:

- 3.1 Course objectives: To get students to critically examine the arguments in favor of and against government intervention in markets; to hone students' writing skills;

and to create comfort in students' own abilities to articulate reasoned ideas in emotionally charged arenas.

3.2 Content outline:

- Morals vs. Ethics
- What is Capitalism?
- What is Collectivism?
- Income Inequality
- Corporate Social Responsibility
- International Aid
- The US Welfare State
- Economics of Sustainability
- Economics of Global Warming
- Government Regulation of Markets
- Government Intervention in Business Cycles
- Industrial Policy
- Utopias
- Capitalism and Freedom

3.3 Student expectations and requirements: Students will demonstrate through written summaries and exams that they understand the arguments put forth by the authors they are required to read. They must also engage in intelligent class discussion regarding the assigned readings.

3.4 Tentative texts and course materials: Readings may include such works as:

Bastiat, Frederick *The Law, The Candle Maker*
Benjamin, Daniel "The Eight Great Myths of Recycling"
Buchanan, James "The Samaritan's Dilemma"
Freeman, Edward R. "A Stakeholder Theory of the Modern Corporation"
Friedman, Milton *Capitalism and Freedom*, "The Social Responsibility of Business is to Increase Its Profits"
Hayek, F. A. "The Price System as a Mechanism for Using Knowledge"
IPCC Working Group II "Perspectives on Climate Change and Sustainability"
Krugman, Paul "The Stimulus Trap", "The Obama Gap"
Marx, Karl and Frederick Engels *A Communist Manifesto*
McCoy, Bowen H. "The Parable of the Sadhu"
Morriss, Andrew "7 Myths about Green Jobs"
Moyo, Dambisa *Dead Aid*
Nozick, Robert "The Entitlement Theory of Justice"
Orwell, George *Animal Farm*
Pindyck, Robert S "The Optimal Exploration and Production of Nonrenewable Resources"
Rand, Ayn *Atlas Shrugged*
Rawls, John "Distributive Justice"
Robert Reich "What Industrial Policy Should Be"
Sowell, Thomas *The Quest for Cosmic Justice*
Tullock, Gordon "The Rent Seeking Society"
Joseph Stiglitz "Regulation and Failure"

4. Resources:

- 4.1 Library resources: Sufficient
- 4.2 Computer resources: Sufficient

5. Budget implications:

- 5.1 Proposed method of staffing: Course will be staffed by faculty in the department of economics. No new staffing is needed.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: 201030 (Fall 2010)

7. Dates of prior committee approvals:

Economics Department:	<u>09/09/2009</u>
GFCOB Curriculum Committee	<u>09/30/2009</u>
Undergraduate Curriculum Committee	<u>10/22/2009</u>
University Senate	<u> </u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: AMS 317
- 1.2 Course title: Materials Science I
- 1.3 Credit hours: 4

2. Revise course title:

- 2.1 Current course title: Materials Science I
- 2.2 Proposed course title: Materials of Manufacturing
- 2.3 Proposed abbreviated title: Materials of Manufacturing
- 2.4 Rationale for revision of course title: This will better reflect the course's emphasis on relating to manufacturing industries.

3. Revise course number:

- 3.1 Current course number: AMS 317
- 3.2 Proposed course number: AMS 217
- 3.3 Rationale for revision of course number: The Advanced Manufacturing major is lacking in courses at the 200 level. This fundamental course will provide students with an earlier opportunity to pursue their interest in Advanced Manufacturing.

4. Revise course prerequisites:

- 4.1 Current prerequisites: AMS 271
- 4.2 Proposed prerequisites: None
- 4.3 Rationale for revision of course prerequisites: the proposed AMS 217 course is fundamental, and the current Advanced Manufacturing faculty does not believe that a prerequisite course is necessary for student success.
- 4.4 Effect on completion of major/minor sequence: Removing the prerequisite will allow students to matriculate through the program at a better pace.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Prerequisite: AMS 271. Survey of materials science concepts and their applications to the production of manufacturing materials. Includes property-microstructure-process interactions of manufacturing materials such as metals, ceramics, polymers and composites, and how they affect the manufacturing concepts. Also includes introduction to materials processing concepts.
- 5.2 Proposed course catalog listing: Survey of materials concepts and their applications to the production of manufactured items. Included will be basic procedures for testing manufacturing materials and discussions of materials processing concepts and cautions.

5.3 Rationale for revision of course catalog listing: New materials used in Manufacturing are being developed all the time. Not listing out specific materials will allow the course to adapt when new materials are developed in the field.

6. Revise course credit hours:

6.1 Current course credit hours: 4

6.2 Proposed course credit hours: 3

6.3 Rationale for revision of course credit hours: We are removing topics pertaining to specific testing methods that require additional classroom time. This will also assist in reducing the number of credits in the program toward the CPE standard of 120 credit hours for graduation.

7. Proposed term for implementation: Fall 2010

8. Dates of prior committee approvals:

AMS Department: 9-18-2009

OCSE Curriculum Committee 10-01-2009

Undergraduate Curriculum Committee 10-22-2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 9-3-2009

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

Contact Person: Bryan Reaka bryan.reaka@wku.edu 270.745.7032

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: AMS 327
 - 1.2 Course title: Manufacturing Methods
 - 1.3 Credit hours: 4

- 2. Revise course title:**
 - 2.1 Current course title: Manufacturing Methods
 - 2.2 Proposed course title: Introduction to Manufacturing Methods
 - 2.3 Proposed abbreviated title: Intro Manufacturing Methods
 - 2.4 Rationale for revision of course title: The revised title better reflects the introductory nature of the course.

- 3. Revise course number:**
 - 3.1 Current course number: AMS 327
 - 3.2 Proposed course number: AMS 227
 - 3.3 Rationale for revision of course number: The Advanced Manufacturing major is lacking in courses at the sophomore level.

- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites: AMS 317
 - 4.2 Proposed prerequisites: None
 - 4.3 Rationale for revision of course prerequisites: The proposed AMS 227 course is fundamental, and the current Advanced Manufacturing faculty does not believe that a prerequisite course is necessary for student success.
 - 4.4 Effect on completion of major/minor sequence: Removing the prerequisite will allow students to matriculate through the program at a better pace.

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: A descriptive study of manufacturing processes using production equipment with laboratory experimentation in forming, combining and separating processes.
 - 5.2 Proposed course catalog listing: A descriptive study of manufacturing processes using production equipment with laboratory experiences in forming and separating processes
 - 5.3 Rationale for revision of course catalog listing: The topic of combining processes has been removed from the course.

6. Revise course credit hours:

6.1 Current course credit hours: 4

6.2 Proposed course credit hours: 3

6.3 Rationale for revision of course credit hours: We are removing topics pertaining to combining processes, thereby reducing the number of credit hours for the course. This will also assist in reducing the number of credits in the program toward the CPE standard of 120 credit hours for graduation.

7. Proposed term for implementation: Fall 2010

8. Dates of prior committee approvals:

AMS Department: 9-18-2009

OCSE Curriculum Committee 10-01-2009

Undergraduate Curriculum Committee 10-22-2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 09-18-2009

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

Contact Person: Doug Harper, Doug.Harper@wku.edu, 745-6194

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PHYS 318
- 1.2 Course title: Use of Computers for Physical Measurements
- 1.3 Credit hours: 3.0

2. Revise course title:

- 2.1 Current course title: Use of Computers for Physical Measurements
- 2.2 Proposed course title: Data Acquisition using LabVIEW
- 2.3 Proposed abbreviated title: Data Acquisition using LabVIEW
- 2.4 Rationale for revision of course title: For more than 20 years, the LabVIEW graphical programming environment from National Instruments has revolutionized the development of test, measurement, and control applications. For the past 10 years the WKU PHYS 318 course has used LabVIEW extensively as a tool to teach students the fundamentals of computer data acquisition and automation. Recently this course has been recognized as part of the National Instruments' *LabVIEW Academy* (see <http://www.ni.com/academy>) and students in the course are eligible to take the Certified LabVIEW Associate Developer Exam without fee. The new course title better reflects the emphasis of the course on learning and using LabVIEW for making measurements of physical phenomena.

3. Revise course prerequisites/corequisites/special requirements:

- 3.1 Current prerequisites: Prerequisites: PHYS 265 and CS 240
- 3.2 Proposed prerequisite: PHYS 265 and CS 240, or permission of instructor.
- 3.3 Rationale for revision of course prerequisites:

This course often attracts students from other disciplines and even persons from local industry who need the course material for research or employment projects. As long as potential students have basic understanding of electronics in order to properly connect sensors and a basic understanding of programming structures, they can pick up the graphical language of LabVIEW and succeed in the course. Adding the permission of instructor option allows these students an opportunity to gain access to the course.
- 3.4 Effect on completion of major/minor sequence: None

4. Revise course catalog listing:

- 4.1 Current course catalog listing:

4.2 Proposed course catalog listing:

4.3 Rationale for revision of course catalog listing:

5. Proposed term for implementation: Fall 2010

Department of Physics and Astronomy:

Ogden College Curriculum Committee:

Undergraduate Curriculum Committee:

University Senate

Attachment: Course Inventory Form

Proposal Date: 9-13-2009

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

Contact Person: Bryan Reaka, bryan.reaka@wku.edu, 745-7032

1. Identification of program:

- 1.1 Current program reference number: 506
- 1.2 Current program title: Advanced Manufacturing
- 1.3 Credit hours: 78

2. Identification of the proposed program changes:

There are several changes proposed:

- Food Automation Concentration
 - Replace AMS 202 with AMS 163 or AMS 205
 - Change math requirement from Math 118 to Math 117, or Math 118 or higher
 - Redistribute electives by deleting 2 hours completely and moving one of the elective hours to the advisor approved elective category
 - Change number of hours in major from 78 to 79
- Manufacturing and Industrial Distribution Concentration
 - Replace AMS 202 with AMS 163 or AMS 205
 - Replace AMS 317 (4 hours) with AMS 217 (3 hours)
 - Replace AMS 327 (4 hours) with AMS 227 (3 hours)
 - Change math requirement from Math 118 to Math 117 or Math 118 or higher
 - Redistribute electives moving 2 hours to the advisor approved elective category
- Quality Systems Concentration
 - Replace AMS 202 with AMS 163 or AMS 205
 - Replace AMS 317 (4 credits) with AMS 217 (3 credits)
 - Change the total number of credit hours from 78 to 80 in the major
 - Change math requirement from Math 118 to Math 117 or Math 118 or higher
 - Redistribute electives by deleting 1 hour completely and moving three of the elective hours to the advisor approved elective category

3. Detailed program description:

Advanced Manufacturing (Old)		78 hrs
Quality Systems		
Technical Core: 19 hrs		
Introductory Accounting --Financial	ACCT200	3
Basic Electricity	AMS120	3
Architectural Drafting	AMS202	3
Industrial Statistics	AMS271	3
Internship I	AMS398	1
Senior Research	AMS490	3
Robotics and Machine Vision	AMS328	3
Management Core: 24 hrs		
Work Design/Ergonomics	AMS310	3
Systems Design and Operation	AMS356	3
Project Management	AMS390	3
Technology Mgt/Sup/Team Building	AMS430	3
Business Writing or Technical Writing	ENG306/307	3
Advanced Public Speaking	COMM345	3
Business Law	MGT301	3
Quality Assurance	AMS371	3
Quality Systems Conc: 35 hrs		
Materials Science I	AMS317	4
Manufacturing Operations	AMS342	3
Computer Numeric Control	AMS370	3
Reliability & Probability	AMS391	3
Quality Management	AMS392	3
Lean Manufacturing	AMS394	3
Design of Industrial Experiments	AMS471	3
Advisor Approved Electives		13
General Education (Old)		
46 hrs		
Category A	ENG100	3
	ENG300	3
	Foreign Language	3
	Public Speaking	3
Category B	Literature Elective	3
	Category B-II	3
	Category B-II	3
Category C	HIST119/120	3
	ECON202	3
	Category C	3
Category D	MATH118	5
	Category D-II	3
	Category DI-1	3
Category E	Category E	3
Category F	SFTY171	1
	Category F	1
Electives		
Electives		4
Total Hours: 128		

Advanced Manufacturing (NEW)		80 hrs
Quality Systems		
Technical Core: 19 hrs		
Introductory Accounting – Financial	ACCT200	3
Basic Electricity	AMS120	3
Architectural Drafting or CADD for Manufacturing	AMS163/205	3
Industrial Statistics	AMS271	3
Internship I	AMS398	1
Senior Research	AMS490	3
Robotics and Machine Vision	AMS328	3
Management Core: 24 hrs		
Work Design/Ergonomics	AMS310	3
Systems Design and Operation	AMS356	3
Project Management	AMS390	3
Technology Mgt/Sup/Team Building	AMS430	3
Business Writing or Technical Writing	ENG306/307	3
Advanced Public Speaking	COMM345	3
Business Law	MGT301	3
Quality Assurance	AMS371	3
Quality Systems Conc: 37 hrs		
Materials of Manufacturing	AMS217	3
Manufacturing Operations	AMS342	3
Computer Numeric Control	AMS370	3
Reliability & Probability	AMS391	3
Quality Management	AMS392	3
Lean Manufacturing	AMS394	3
Design of Industrial Experiments	AMS471	3
Advisor Approved Electives		16
General Education (NEW)		
44 hrs		
Category A	ENG100	3
	ENG300	3
	Foreign Language	3
	Public Speaking	3
Category B	Literature Elective	3
	Category B-II	3
	Category B-II	3
Category C	HIST119/120	3
	ECON202	3
	Category C	3
Category D	MATH117, or Math 118 or higher	3
	Category D-II	3
	Category DI-1	3
Category E	Category E	3
Category F	SFTY171	1
	Category F	1
Electives		
Electives		0
Total Hours: 124		

Electives		3
Total Hours: 128		

Advanced Manufacturing (Old) 78 hrs		
Food Automation & Manufacturing		
Technical Core: 19 hrs		
Introductory Accounting – Financial	ACCT200	3
Basic Electricity	AMS120	3
Architectural Drafting	AMS202	3
Industrial Statistics	AMS271	3
Internship I	AMS398	1
Senior Research	AMS490	3
Robotics and Machine Vision	AMS328	3
Management Core: 24 hrs		
Work Design/Ergonomics	AMS310	3
Systems Design and Operation	AMS356	3
Project Management	AMS390	3
Technology Mgt/Sup/Team Building	AMS430	3
Business Writing or Technical Writing	ENG306/307	3
Advanced Public Speaking	COMM345	3
Business Law	MGT301	3
Quality Assurance	AMS371	3
Food Automation & Manufacturing Conc: 35 hrs		
Science of Food	AMS 301	3
Food Regulations	AMS303	3
Manufacturing Operations	AMS342	3
Automated Systems	AMS343	3
Food Processing I	AMS352	3
Food Manufacturing Quality & Safety	AMS381	3
Quality Management	AMS392	3
Food Packaging	AMS443	3
Food Processing II	AMS462	3
Advisor Approved Electives		8
General Education (Old) 47 hrs		
Category A	ENG100	3
	ENG300	3
	Foreign Language	3
	Public Speaking	3
Category B	Literature Elective	3
	Category B-II	3
	Category B-II	3
Category C	HIST119/120	3
	ECON202	3
	Category C	3
Category D	MATH118	5
	CHEM105	3
	BIO207	3
	BIO208	1
Category E	Category E	3
Category F	SFTY171	1
	Category F	1
Electives		

Advanced Manufacturing (NEW) 79 hrs		
Food Automation & Manufacturing		
Technical Core: 19 hrs		
Introductory Accounting – Financial	ACCT200	3
Basic Electricity	AMS120	3
Architectural Drafting or CADD for Manufacturing	AMS163/205	3
Industrial Statistics	AMS271	3
Internship I	AMS398	1
Senior Research	AMS490	3
Robotics and Machine Vision	AMS328	3
Management Core: 24 hrs		
Work Design/Ergonomics	AMS310	3
Systems Design and Operation	AMS356	3
Project Management	AMS390	3
Technology Mgt/Sup/Team Building	AMS430	3
Business Writing or Technical Writing	ENG306/307	3
Advanced Public Speaking	COMM345	3
Business Law	MGT301	3
Quality Assurance	AMS371	3
Food Automation & Manufacturing Conc: 36 hrs		
Science of Food	AMS 301	3
Food Regulations	AMS303	3
Manufacturing Operations	AMS342	3
Automated Systems	AMS343	3
Food Processing I	AMS352	3
Food Manufacturing Quality & Safety	AMS381	3
Quality Management	AMS392	3
Food Packaging	AMS443	3
Food Processing II	AMS462	3
Advisor Approved Electives		9
General Education (NEW) 45 hrs		
Category A	ENG100	3
	ENG300	3
	Foreign Language	3
	Public Speaking	3
Category B	Literature Elective	3
	Category B-II	3
	Category B-II	3
Category C	HIST119/120	3
	ECON202	3
	Category C	3
Category D	MATH117, or Math 118 or higher	3
	CHEM105	3
	BIO207	3
	BIO208	1
Category E	Category E	3
Category F	SFTY171	1
	Category F	1
Electives		

Electives		0
Total Hours: 124		

Advanced Manufacturing (Old) 78 hrs Manufacturing & Industrial Distribution		
Technical Core: 19 hrs		
Introductory Accounting – Financial	ACCT200	3
Basic Electricity	AMS120	3
Architectural Drafting	AMS202	3
Industrial Statistics	AMS271	3
Internship I	AMS398	1
Senior Research	AMS490	3
Robotics and Machine Vision	AMS328	3
Management Core: 24 hrs		
Work Design/Ergonomics	AMS310	3
Systems Design and Operation	AMS356	3
Project Management	AMS390	3
Technology Mgt/Sup/Team Building	AMS430	3
Business Writing or Technical Writing	ENG306/307	3
Advanced Public Speaking	COMM345	3
Business Law	MGT301	3
Quality Assurance	AMS371	3
Manufacturing & Industrial Distribution Conc: 35 hrs		
Materials Science I	AMS317	4
Manufacturing Methods	AMS327	4
Manufacturing Operations	AMS342	3
Automated Systems	AMS343	3
Computer Numeric Control	AMS370	3
Lean Manufacturing	AMS394	3
Intro to Supply Chain Management	AMS396	3
Advisor Approved Electives		12
General Education (Old) 48 hrs		
Category A	ENG100	3
	ENG300	3
	Foreign Language	3
	Public Speaking	3
Category B	Literature Elective	3
	Category B-II	3
	Category B-II	3
Category C	HIST119/120	3
	ECON202	3
	Category C	3
Category D	MATH118	5
	CHEM116	3
	CHEM106	1
	PHYS201	4
Category E	Category E	3
Category F	SFTY171	1
	Category F	1
Electives		
Electives		2
Total Hours: 128		

Advanced Manufacturing (NEW) 78 hrs Manufacturing & Industrial Distribution		
Technical Core: 19 hrs		
Introductory Accounting – Financial	ACCT200	3
Basic Electricity	AMS120	3
Architectural Drafting or CADD for Manufacturing	AMS163/205	3
Industrial Statistics	AMS271	3
Internship I	AMS398	1
Senior Research	AMS490	3
Robotics and Machine Vision	AMS328	3
Management Core: 24 hrs		
Work Design/Ergonomics	AMS310	3
Systems Design and Operation	AMS356	3
Project Management	AMS390	3
Technology Mgt/Sup/Team Building	AMS430	3
Business Writing or Technical Writing	ENG306/307	3
Advanced Public Speaking	COMM345	3
Business Law	MGT301	3
Quality Assurance	AMS371	3
Manufacturing & Industrial Distribution Conc: 35 hrs		
Materials Science I	AMS217	3
Manufacturing Methods	AMS227	3
Manufacturing Operations	AMS342	3
Automated Systems	AMS343	3
Computer Numeric Control	AMS370	3
Lean Manufacturing	AMS394	3
Intro to Supply Chain Management	AMS396	3
Advisor Approved Electives		14
General Education (NEW) 46 hrs		
Category A	ENG100	3
	ENG300	3
	Foreign Language	3
	Public Speaking	3
Category B	Literature Elective	3
	Category B-II	3
	Category B-II	3
Category C	HIST119/120	3
	ECON202	3
	Category C	3
Category D	MATH117, or Math 118 or higher	3
	CHEM116	3
	CHEM106	1
	PHYS201	4
Category E	Category E	3
Category F	SFTY171	1
	Category F	1
Electives		
Electives		0
Total Hours: 124		

4. Rationale for the proposed program change:

- The replacement of AMS 202 with AMS 163 or AMS 205 reflects first the change in the numbering of AMS 202 to AMS 163 last year and the option of specifically taking the CADD for Manufacturing class (AMS 205) which will begin to be offered again in the department.
- Changing the Math 118 requirement to Math 117, or Math 118 or higher will allow the students who come to the Advanced Manufacturing program from other majors (either previously declared or not) who have had higher level math to satisfy this requirement.
- Replacing AMS 317 (4 hours) with AMS 217 (3 hours) as well as AMS 327 (4 hours) with AMS 227 (3hours) reflects the change in the course number for these courses.
- The president of the Industrial Advisory Board has suggested that the adjusting elective hours by removing and/or redistributing them to become advisor approved electives will help lower the total number of credits needed for a student to matriculate through the program. Also, moving the remaining elective(s) to the advisor approved category will give more structure and guidance to the students in selecting courses that will count toward their degree programs.

The above changes will decrease the number of hours required for graduation from 128 to 124 in all the concentrations under the Advanced Manufacturing Major.

5. Proposed effective catalog year for implementation: 2010-2011

6. Dates of prior committee approvals:

AMS Department/Division: 9-18-2009

OCSE Curriculum Committee 10-1-2009

Undergraduate Curriculum Committee 10-22-2009

University Senate

Attachment: Program Inventory Form

Proposal Date: September 14, 2009

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Melissa Stewart, Melissa.stewart@wku.edu, 745-5935

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: SPAN 455
 - 1.2 Course title: Topics in Hispanic Literary and Cultural Studies
 - 1.3 Credit hours: 3 hours; may be repeated for up to 6 hours
- 2. Proposed course credit hours:** 3 hours; may be repeated for different topics.
- 3. Rationale for the revision of course credit hours:**

Since students may not repeat the same special topics course and course content varies, no limit on hours is necessary.
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Department of Modern Languages:	September 15, 2009
Potter College Curriculum Committee	October 1, 2009
Undergraduate Curriculum Committee	October 22, 2009
University Senate	

Attachment: Course Inventory Form

Proposal Date: 14 September 2009

**Potter College of Arts and Letters
Department of English
Proposal to Make Multiple Revisions to a Course
(Action Item)**

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

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: ENG 365
- 1.2 Course title: Film and Literature
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Film and Literature
- 2.2 Proposed course title: Film Adaptation
- 2.3 Proposed abbreviated title: Film Adaptation
- 2.4 Rationale for revision of course title: New title is more in keeping with current trends in the study of the film adaptation of literary texts.

3. Revise course number: N.A.

4. Revise course prerequisites/corequisites/special requirements: N.A.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Examines the relationship between literary techniques and those specific to cinema; how to “read” film; modes of adaptation as historically specific interpretive processes
- 5.2 Proposed course catalog listing: Examines the adaptation of literary works into film not only as an intertextual product but as a process of creative transformation, with emphasis on film analysis and some attention to adaptation theory.
- 5.3 Rationale for revision of course catalog listing: The old catalog description is outdated; the new one allows for emphasis on the intertextual and creative dimensions of the adaptation process, and for a more theoretically informed approach.

6. Revise course credit hours: N.A.

7. Proposed term for implementation: 201010

8. Dates of prior committee approvals:

English Department/Division: _____9/16/09_____

PCAL Curriculum Committee _____10/01/09_____

Undergraduate Curriculum Committee 10/22/09

University Senate _____

Attachment: Course Inventory Form

Proposal Date: September 14, 2009

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

Contact Person: Kumi Ishii, kumi.ishii@wku.edu, 5-5203

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 451 (this is being taught as a one-time only course in the fall 2009 semester).
- 1.2 Course title: Computer-Mediated Communication
- 1.3 Abbreviated course title: COMPUTER-MEDIATED COMM
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisite: COMM 200
Prerequisite or Corequisite: COMM 300 or instructor permission.
- 1.7 Course catalog listing: Examines various types of computer-mediated communication available in contemporary organizations.

2. Rationale:

- 2.1 Reason for developing the proposed course: Due to the diffusion of new technologies in a global society, communication is often mediated in the contemporary workplace. This course introduces the department's majors to emergent communication styles and related issues. This addition will also extend and strengthen the existing programs for corporate/organizational majors and communication studies majors.
- 2.2 Projected enrollment in the proposed course: 24 students
- 2.3 Relationship of the proposed course to courses now offered by the department: COMM 362 and COMM 462 will introduce an overview and advanced aspects of organizational communication based on traditional face-to-face interactions. COMM 451 covers an emergent area of organizational communication with technologies.
- 2.4 Relationship of the proposed course to courses offered in other departments: Computer-mediated communication could be considered as part of mass communication, but unlike BCOM 201 Process and Effects of Mass Communication, which offers theoretical foundations for analyzing mass communication messages, COMM 451 offers theoretical foundations for effective communication using technologies among organizational members to achieve their individual, group, and organizational goals.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses are offered in other institutions including University of Texas-Austin, Rutgers University, University of California-Santa Barbara, University of Kansas, Ohio State University, University of Wisconsin-Milwaukee, Youngstown State University, etc.

3. Discussion of proposed course:

- 3.1 Course objectives:
Student will:
 - Be familiar with major computer-mediated communication (CMC) theories as well as related concepts and research findings.
 - Be able to apply theoretical principles to "real world" situations and interactions, identify problems, and provide solutions.
 - Be able to discuss effective CMC in various contexts.

- Be able to develop forward thinking skills considering the efficiency of communication technologies.
- 3.2 Content outline:

The course will introduce major theories, concepts, research findings, and case studies of computer-mediated communication (CMC) primarily in organizational contexts.

 - Compare CMC to traditional face-to-face interaction and consider critical issues (e.g., credibility, equalization among group members, etc.) inherent in the characteristics of CMC for effective communication at the interpersonal, group, and organizational levels.
 - Examine various types of CMC in a society (e.g., text messaging, email, videoconferencing, social networking sites, blogs, websites, other online communities, etc.) and discuss pros and cons for organizational use.
 - Discuss an effective and appropriate selection/use of communication channels available in the contemporary workplace.
 - Investigate new communication technologies that are not yet widely diffused, but have the potential to improve task and communication efficiency of organizational members.
 - Apply theories, concepts, and research findings to CMC in the actual workplace, identify problems, and provide solutions/recommendations for the organization.
- 3.3 Student expectations and requirements: Students will be evaluated based on the successful completion of assignments (research papers and presentations, case analyses, application projects, etc.), active participation in class, and exams.
- 3.4 Tentative texts and course materials:
 - Browning, L. D., Setre, A. S., Stephens, K. K., & Sorenes, J-O. (2008). *Information and communication technologies in action (2nd ed.)*. New York: Routledge.
 - To supplement the primary text, additional readings will be posted on Blackboard. These readings will contain the emergent issues and critical research studies in the field related to the content of the course.
- 4. **Resources:**
 - 4.1 Library resources: Existing library resources
 - 4.2 Computer resources: Existing resources
- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Existing Communication faculty.
 - 5.2 Special equipment needed: No.
 - 5.3 Expendable materials needed: No.
 - 5.4 Laboratory materials needed: No.
- 6. **Proposed term for implementation:** Fall 2010
- 7. **Dates of prior committee approvals:**

Communication Department/Division:	May 1, 2009
Potter College Curriculum Committee	October 1, 2009
Undergraduate Curriculum Committee	October 22, 2009
University Senate	

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 21, 2009

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

Contact Person: Guy Jordan. guy.jordan@wku.edu, 270-745-8865

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ART 408
- 1.2 Course title: European Art, 1700-1848
- 1.3 Abbreviated course title: European Art, 1700-1848
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: ART 106 or Permission of Instructor
- 1.7 Course catalog listing: Examines the visual arts of eighteenth and early nineteenth century Europe including movements and styles such as Rococo, Neoclassicism, and Romanticism.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will incorporate the visual culture of eighteenth century Europe into the current content covered in upper-division art history courses offered by the art department. The chronological orientation of ART 408 (European Art, 1700-1848) allows for the unfolding of a more coherent historical narrative than is currently possible in ART 302 (Nineteenth Century Art). Along with ART 409 (European Art, 1848-1900), and ART 410 (European Art, 1900-1945), this course will replace ART 302 (Nineteenth Century Art) and ART 303 (Twentieth Century Art), which are currently proposed for deletion.
- 2.2 Projected enrollment in the proposed course: 25. This course will serve growing numbers of majors and minors in the Art Department, and will be made available as a potential elective for other appropriate interdisciplinary majors such as Popular Culture Studies.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course duplicates 50% of the material covered in ART 302 (Nineteenth Century Art), a course that is currently proposed for deletion.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course does not duplicate the content of any other course in the university curriculum, but complements those that investigate, in whole or in part, the history, literature, philosophy, and religion of Europe during the same chronological period, including: HIST 322 (Age of Enlightenment), HIST 334 (Nineteenth Century Europe), HIST 422 (The French Revolution and Napoleon), ENG 484 (The Romantic Movement), ENG 486 (The Eighteenth Century), ENG 488 (Literature of the Victorian Age), FREN 314 (French Literature II), GERM 436 (German Literature of the Classical Period), and PHIL 303 (History of Western Philosophy II: Modern and Contemporary).
- 2.5 Relationship of the proposed course to courses offered in other institutions: The only close equivalent to this course currently offered in the Commonwealth is A-H 339 (Studies in Art, 1700-1840), a course offered by the University of Kentucky that investigates particular aspects of the art of Europe during almost exactly the same chronological range as that proposed in ART 408. The following institutions cover the visual arts of the entire nineteenth century in a single course: Middle Tennessee State

University (ART 4900), Northern Kentucky University (ART 354), Eastern Kentucky University (ART 496), and Murray State University (ART 528). The University of Louisville separates art from architecture and offers two courses: ART 391 (Nineteenth Century Art), and ART 393 (Nineteenth Century Architecture). ARTH 382 (Eighteenth-Century Architecture) is offered at the University of Louisville, but that institution has no other apparent coursework available that investigates eighteenth-century art.

3. Discussion of proposed course:

- 3.1 Course objectives: Students taking this course will gain a working knowledge of the formation and development of the visual arts in eighteenth and early nineteenth-century Europe with an attention to painting, architecture, sculpture, printmaking, and the decorative arts, all considered within their social, philosophical, and cultural milieu. Moreover, students will gain an appreciation for the critical role played by the visual arts in articulating and motivating historical consciousness during this era.
- 3.2 Content outline: This course investigates the visual arts of Europe from the Age of Absolutism to the revolutions of 1848, including major figures such as Giovanni Antonio Canaletto, Giovanni Battista Tiepolo, Rosalba Carriera, Sir Joshua Reynolds, William Hogarth, William Blake, John Constable, J.M.W. Turner, Caspar David Friedrich, Angelica Kaufmann, Henry Fuseli, Francois Boucher, Antoine Watteau, Jean-Honoré Fragonard, Jean-Baptiste-Simeon Chardin, Elisabeth Vigée-Lebrun, Jacques-Louis David, Jean-Baptiste-Dominique Ingres, Theodore Gericault, Eugene Delacroix, Antonio Canova, Bertel Thorvaldsen, Francisco Goya, and Louis Daguerre. Themes covered include: aristocratic patronage and Rococo painting; the emergence of neoclassicism; the role of gender in the formation of artistic vocations; the cultural work of satire in English prints; an aesthetic analysis of romantic landscape paintings; art and propaganda during the French Revolution; and the role of art and architecture in promoting the cultural identity of emerging nation-states.
- 3.3 Student expectations and requirements: Student learning will be assessed through objective and essay-based quizzes, two written exams, and one research paper.
- 3.4 Tentative texts and course materials: Stephen F. Eisenman, *Nineteenth Century Art: A Critical History* (London: Thames & Hudson, 2002); and additional essays and articles available in the library or provided by the instructor.

4. Resources:

- 4.1 Library resources: Existing Library Resources.
- 4.2 Computer resources: Existing Resources.

5. Budget implications:

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Art Department:

September 21, 2009

Potter College Curriculum Committee

October 1, 2009

Undergraduate Curriculum Committee

October 22, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 21, 2009

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

Contact Person: Guy Jordan. guy.jordan@wku.edu, 270-745-8865

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ART 409
- 1.2 Course title: European Art, 1848-1900
- 1.3 Abbreviated course title: European Art, 1848-1900
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: ART 106 or Permission of Instructor
- 1.7 Course catalog listing: Examines the visual arts of mid to late nineteenth century Europe including movements and styles such as Realism, Impressionism, and Post-Impressionism.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will provide students with a more focused investigation of the visual arts of Nineteenth Century Europe than is currently possible in ART 302 (Nineteenth Century Art). Along with ART 408 (European Art, 1700-1848), and ART 410 (European Art, 1900-1945), this course will replace ART 302 (Nineteenth Century Art) and ART 303 (Twentieth Century Art), which are currently proposed for deletion.
- 2.2 Projected enrollment in the proposed course: 25. This course will serve growing numbers of majors and minors in the Art Department, and will be made available as a potential elective for other appropriate interdisciplinary majors such as Popular Culture Studies.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course duplicates 50% of the material covered in ART 302 (Nineteenth Century Art), a course that is currently proposed for deletion.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course does not duplicate the content of any other course in the university curriculum, but complements those that investigate, in whole or in part, the history, literature, philosophy, and religion of Europe during the same chronological period, including: HIST 334 (Nineteenth Century Europe), ENG 488 (Literature of the Victorian Age), FREN 314 (French Literature II), and PHIL 303 (History of Western Philosophy II: Modern and Contemporary).
- 2.5 Relationship of the proposed course to courses offered in other institutions: The closest match to the course proposed here is A-H 340 (Studies in Art, 1840-1914) a special topics course offered at the University of Kentucky. The following institutions cover the visual arts of the entire nineteenth century in a single course: Middle Tennessee State University (ART 4900), Northern Kentucky University (ART 354), Eastern Kentucky University (ART 496), and Murray State University (ART 528). The University of Louisville separates art from architecture and offers two courses: ART 391 (Nineteenth Century Art), and ART 393 (Nineteenth Century Architecture).

3. Discussion of proposed course:

- 3.1 Course objectives: Students taking this course will gain a working knowledge of the formation and development of the visual arts in mid to late nineteenth-century Europe with an attention to painting, architecture, sculpture, printmaking, and the decorative arts, all considered within their social, philosophical, and cultural milieu. Moreover, students will gain an appreciation for the critical role played by the visual arts in articulating and motivating historical consciousness during this era.
- 3.2 Content outline: This course covers the visual arts of Europe from revolutions of 1848 to the dawn of the twentieth century, including major figures such as Dante Gabriel Rossetti, William Holman Hunt, Rosa Bonheur, Gustave Courbet, Jean-Francois Millet, Honoré Daumier, Julia Margaret Cameron, Roger Fenton, Edouard Manet, Claude Monet, Pierre-Auguste Renoir, Berthe Morisot, Mary Cassatt, Edgar Degas, James Whistler, Camille Pissaro, Vincent Van Gogh, Paul Gauguin, Odilon Redon, Auguste Rodin, Georges Seurat, and Paul Cezanne. Themes covered include: the emergence and early development of photography; The Pre-Raphaelite Brotherhood; the Nazarenes; Impressionism, Post-Impressionism, and Neo-Impressionism; the role of French colonialism in exhibitions and expositions; Art Nouveau; gender and sexuality in the Vienna Secession.
- 3.3 Student expectations and requirements: Student learning will be assessed through objective and essay-based quizzes, two written exams, and one research paper.
- 3.4 Tentative texts and course materials: Stephen F. Eisenman, *Nineteenth Century Art: A Critical History* (London: Thames & Hudson, 2002); and additional essays and articles available in the library or provided by the instructor.

4.Resources:

- 4.1Library resources: Existing Library Resources
- 4.2Computer resources: Existing Resources

5.Budget implications:

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

6.Proposed term for implementation: Fall 2010

7.Dates of prior committee approvals:

Art Department:	September 21, 2009
Potter College Curriculum Committee:	October 1, 2009
Undergraduate Curriculum Committee	October 22, 2009
University Senate	

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: September 21, 2009

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

Contact Person: Guy Jordan. guy.jordan@wku.edu, 270-745-8865

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ART 410
- 1.2 Course title: European Art, 1900-1945
- 1.3 Abbreviated course title: European Art, 1900-1945
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: ART 106 or Permission of Instructor
- 1.7 Course catalog listing: Examines the visual arts of Europe from the beginning of the twentieth century until the end of World War Two.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course narrows the focus of ART 303 (Twentieth Century Art) to avoid unnecessary duplication with ART 313 (Art of the United States since 1865) and ART 390 (Contemporary Art). Along with ART 408 (European Art, 1700-1848), and ART 409 (European Art, 1848-1900), this course will replace ART 302 (Nineteenth Century Art) and ART 303 (Twentieth Century Art), which are currently proposed for deletion.
- 2.2 Projected enrollment in the proposed course: 25. This course will serve growing numbers of majors and minors in the Art Department, and will be made available as a potential elective for other appropriate interdisciplinary majors such as Popular Culture Studies.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course duplicates 45% of the material covered in ART 303 (Twentieth Century Art), a course that is currently proposed for deletion.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course does not duplicate the content of any other course in the university curriculum, but complements those that investigate, in whole or in part, the history, literature, philosophy, and religion of Europe during the same chronological period, including: ENG 457 (Modern British Literature), FREN 314 (French Literature II), HIST 425 (Modern Germany), HIST 426 (Hitler and Nazi Germany), HIST 438 (Twentieth Century Russia), HIST 439 (The Rise and Decline of Communism), and PHIL 303 (History of Western Philosophy II: Modern and Contemporary).
- 2.5 Relationship of the proposed course to courses offered in other institutions: The closest equivalents to this course that are currently offered in the Commonwealth are ARTH321 (Art, 1900-1945) at the University of Louisville, and ART 529 (Art from 1900 to 1960) at Murray State University. Neither of these courses, however, focuses solely on European material. That means that ART 410 (European Art, 1900-1945) would provide WKU with the only undergraduate course in the Commonwealth of Kentucky dedicated exclusively to European modernism from the dawn of the twentieth century until the end of World War Two. A course at the University of Kentucky, A-H 341 (Studies In 20th Century Art), focuses on changing special topics within the discipline of art history that span the twentieth century. ARTH 355 (Twentieth Century), offered at Northern

Kentucky University, also covers both European and American art. The closest equivalent at Eastern Kentucky University is ARH 497 (History of Modern Art), which surveys both European and American art from the late nineteenth to the end of the twentieth century. There is no apparent equivalent course in the visual arts of the twentieth century at Middle Tennessee State University.

3. Discussion of proposed course:

- 3.1 Course objectives: Students taking this course will gain a working knowledge of the formation and development of the visual arts in early twentieth-century Europe with an attention to painting, architecture, sculpture, printmaking, and the decorative arts, all considered within their social, philosophical, and cultural milieu. Moreover, students will gain an appreciation for the critical role played by the visual arts in articulating and motivating historical consciousness during this era.
- 3.2 Content outline: This course covers the visual arts of Europe from 1900 to the end of World War Two, including major figures such as Pablo Picasso, Georges Braque, Fernand Leger, Henri Matisse, Andre Derain, Maurice Vlaminck, Robert Delaunay, Sonia Delaunay, Franz Marc, Piet Mondrian, Vasily Kandinsky, Ernst Ludwig Kirchner, Paul Klee, Kazimir Malevich, Lyubov Popova, Alexander Rodchenko, Natalia Goncharova, Umberto Boccioni, Salvador Dali, Rene Magritte, Käthe Kollwitz, Sophie Tauber-Arp, Marcel Duchamp, and Constantin Brancusi. Topics covered include: the emergence and development of synthetic and analytic cubism; Purism; Fauvism; De Stijl; Futurism; Orphism; Der Blaue Reiter; Die Brücke; Constructivism; Suprematism; Dada; and modern industrial design techniques pioneered by Walter Gropius and the German Bauhaus.
- 3.3 Student expectations and requirements: Student learning will be assessed through objective and essay-based quizzes, two written exams, and one research paper.
- 3.4 Tentative texts and course materials: Hal Foster, Rosalind Krauss, Yve-Alain Bois, and Benjamin H.D. Buchloh, *Art Since 1900, Volume 1: 1900-1945* (London, Thames & Hudson, 2004); and additional essays and articles accessible in the library and/or provided by the instructor.

4. Resources:

- 4.1 Library resources: Existing Library Resources
- 4.2 Computer resources: Existing Resources

5. Budget implications:

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Art Department:	September 21, 2009
Potter College Curriculum Committee:	October 1, 2009
Undergraduate Curriculum Committee	October 22, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 6, 2009

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

Contact Person: Alex Poole, alex.poole@wku.edu, 270-745-5780

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: English 471
- 1.2 Course title: Teaching English as a Second Language Practicum
- 1.3 Abbreviated course title: TESL Practicum
- 1.4 Credit hours and contact hours: 4 credits; 15 class hours+30 clock teaching hours
- 1.5 Type of course: P
- 1.6 Prerequisites: English 407, 408, 469, 470 and permission of the instructor
- 1.7 Course catalog listing: Supervised observation and instruction in public schools or other appropriate settings, culminating in the production of a portfolio. Students are responsible for arranging their own transportation to designated or assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: Future ESL teachers do not currently have a course which allows them to gain practical experience teaching ESL in a supervised environment. This experience is normative in ESL teacher education programs and deemed essential by TESOL, the profession's flagship organization.
- 2.2 Projected enrollment in the proposed course: 10
- 2.3 Relationship of the proposed course to courses now offered by the department: English 405 will serve as a capstone experience for the Undergraduate TESL Certificate.
- 2.4 Relationship of the proposed course to courses offered in other departments: none
- 2.5 Relationship of the proposed course to courses offered in other institutions: As noted in 2.1, the practicum part is an integral part of ESL teacher education programs. Benchmark institutions such as University of Northern Iowa, California State University-Fresno, and Northern Arizona University offer similar courses, as do other state institutions like Murray State University and U of Louisville.

3. Discussion of proposed course:

- 3.1 Course objectives: The course will give students practical experience working with ESL students in public schools and other settings (e.g., community colleges, intensive English institutes, and community education programs). Students will have the opportunity to apply theories and methods of second language acquisition, practice integrating state/national learning standards in the classroom, receive professional feedback and evaluation, and investigate areas relevant to the classroom such as parent involvement, working with mainstream teachers, professional development, and legislation.

- 3.2 Content outline:
- TESOL standards for child/adult learners
 - Working with mainstream teachers
 - Special education and ESL
 - Parental involvement
 - ESL-related legislation
 - Professional development
- 3.3 Student expectations and requirements:
- Portfolio for 30 teaching hours
 - Article summaries
 - Presentations
 - Short reflective essays
- 3.4 Tentative texts and course materials:
- Bailey, K., Curtis, A., & Nunan, D. (2001). *Pursuing professional development: The self as source*. Boston: Heinle.
- Bitterlin, G. (2003). *Standards for adult education ESL programs*. Washington, DC: TESOL.
- Gottlieb, M. (2006). *PreK-12 English language proficiency standards*. Washington, DC: TESOL.
- Gottlieb, M. (2009). *Paper to practice: Using the TESOL ELP standards in preK-12*. Washington, DC: TESOL.

4. Resources:

- 4.1 Library resources: Existing materials are sufficient
- 4.2 Computer resources: Existing materials are sufficient

5. Budget implications:

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

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

English Department/Division:	_____ 9/11/09 _____
PCAL Curriculum Committee	_____ 10/01/09 _____
Professional Education Council (if applicable)	<u>10/14/09</u>
Undergraduate Curriculum Committee	<u>10/22/09</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 20, 2009

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

Contact Person: Alex Poole, alex.poole@wku.edu, 270-901-0050

1. Identification of program:

- 1.1 Current program reference number: N.A.
- 1.2 Current program title: Endorsement to Teach English as a Second Language (ESL) (Undergraduate Level)
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- English 405 TESL Practicum (4 credit hours) will be added to the program. Thus, the program will require 25 hours instead of 21 hours.

3. Detailed program description:

Current Curriculum	Proposed Curriculum
Endorsement to Teach English as a Second Language (ESL)	Endorsement to Teach English as a Second Language (ESL)
ENG 104 Introduction to Linguistics; or	ENG 104 Introduction to Linguistics; or
ENG 302 Language and Communication; or	ENG 302 Language and Communication; or
ENG 304 English Language 3	ENG 304 English Language 3
ENG 407 Linguistic Analysis 3	ENG 471 TESL Practicum 4
ENG 408 Psycholinguistics and Sociolinguistics	ENG 407 Linguistic Analysis 3
ENG 469 Second Language Acquisition (formerly	ENG 408 Psycholinguistics and Sociolinguistics 3
Intro to Teaching ESL) 3	ENG 469 Second Language Acquisition (formerly
ENG 470 Methods and Materials 3	Intro to Teaching ESL) 3
for Teaching ESL	ENG 470 Methods and Materials 3
Foreign Language 6	for Teaching ESL
	Foreign Language 6
21 Total Semester Hours	25 Total Semester Hours

4. Rationale for the proposed program change:

Future ESL teachers do not currently have a course that allows them to gain practical experience teaching ESL in a supervised environment. This experience is normative in ESL teacher education programs and deemed essential by TESOL, the profession's flagship organization. ENG 405 requires both 30 contact hours in the field and regular meetings with the production of a portfolio, which will be used for assessment purposes. The number of contact hours required justifies four hours of credit.

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

6. Dates of prior committee approvals:

English Department/Division: _____9/11/09_____

PCAL Curriculum Committee _____10/01/09_____

Professional Education Council (if applicable) 10/14/09

Undergraduate Curriculum Committee 10/22/09

University Senate _____

Attachment: Program Inventory Form

**Potter College of Arts & Letters
Department of Political Science
Proposal to Revise a Program
(Action Item)**

Contact Person: Edward Yager edward.yager@wku.edu (5-6190)

1. **Identification of program:**

- 1.1 Current program reference number: 383
- 1.2 Current program title: Minor in Political Science
- 1.3 Credit hours: 24 semester hours

2. Identification of the proposed program changes:

- *Delete PS 201 from the minor
- *Delete PS 330 from the minor
- *Revise to 6 hours of core courses (from 12 hours)
- *Revise to 15 hours of additional elective courses (from 12 hours)
- *Revise to 21 hours minimum for the minor (from 24 hours)

3. **Detailed program description:**

Current Program (383)	Proposed Program (383)
Minimum of 24 semester hours with at least one-half of the hours to be earned at the 300 level or above.	Minimum of 21 semester hours with at least 12 hours to be earned at the 300 level or above.
12 hours of core courses: PS 110, 201, 250 or 260, 330. In addition to the 12 core hours, students must select 12 additional hours.	6 hours of core courses: PS 110 and 250 or 260. In addition to the 6 core hours, students must select 15 additional hours.
No more than three hours total may come from PS 403, 405, 407, 498.	No more than three hours total may come from PS 403, 405, 407, 498.

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

The proposal to reduce the core course requirement and increase the elective requirement will permit greater flexibility in course scheduling. If adopted, the proposal will enhance student efficiency in matriculating through both the major and minor programs. Student learning outcomes will be enhanced with greater student discretion to select electives tailored to their own interests and goals.

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

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

Political Science Department

August 13, 2009

Potter College Curriculum Committee

October 1, 2009

Undergraduate Curriculum Committee

University Senate

Attachment: Program Inventory Form

Proposal Date: August 1, 2009

**Potter College of Arts and Letters
Department of Political Science
Proposal to Revise a Program
(Action Item)**

Contact Person: Scott Lasley scott.lasley@wku.edu 745-2799

1. Identification of program:

- 1.1 Current program reference number: 686
- 1.2 Current program title: Political Science Major
- 1.3 Credit hours: 34

2. Identification of the proposed program changes:

- Drop concentrations (campaign management, international relations, comparative politics, public administration, public law)
- Change core course requirements—instead of requiring PS 330 (Introduction to Political Theory) students must complete either PS 330 or PS 435 (American Political Thought)

3. Detailed program description:

Current	Proposed
<p>Major in Political Science</p> <p>The major in political science (reference number 686) requires a minimum of 34 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. The requirements for a major include the following: 19 hours of core courses:</p> <ul style="list-style-type: none">A. PS 110 (American National Government)B. PS 201 (Concepts of Political Science)C. PS 250 (International Politics)D. PS 260 (Introduction to Comparative Politics)E. PS 301 (Research Methods in Political Behavior)F. PS 330 (Introduction to Political Theory)G. PS 499 (Senior Seminar in Government) <p>Students are advised to take all core courses before enrolling in PS 499.</p> <p>In addition to the 19 core hours, students are required to select 15 additional hours to complete the major. No more than 6 hours total can come from PS 403, 405, 407, and 498. PS 324 and 325 can both be repeated once. Three hours can be used</p>	<p>Major in Political Science</p> <p>The major in political science (reference number 686) requires a minimum of 34 semester hours and leads to a Bachelor of Arts degree. A minor or second major is required. The requirements for a major include the following: 19 hours of core courses:</p> <ul style="list-style-type: none">A. PS 110 (American National Government)B. PS 201 (Concepts of Political Science)C. PS 250 (International Politics)D. PS 260 (Introduction to Comparative Politics)E. PS 301 (Research Methods in Political Behavior)F. PS 330 (Introduction to Political Theory) or PS 435 (American Political Thought)G. PS 499 (Senior Seminar in Government) <p>Students are advised to take all core courses before enrolling in PS 499.</p> <p>In addition to the 19 core hours, students are required to select 15 additional hours to complete the major. At least 10 of the additional hours must be 300/400 level courses. No more than 6 hours total can come from PS 403, 405, 407, and 498. PS</p>

<p>for the major and three hours as general electives.</p> <p>The department offers two options:</p> <p>Option One: Self Design Students design their own program of study in consultation with an advisor: 15 hours of political science courses, with at least 10 hours of 300/400 level courses.</p> <p>Option Two: Select a concentration from the following:</p> <ol style="list-style-type: none"> 1. Comparative Politics Nine hours selected from PS 200, 267, 360, 361, 362, 363, 365, 366, 367, 368, and 460. Six additional hours of political science courses selected in consultation with an advisor. 2. International Relations Nine hours selected from PS 350, 355, 357, 449, 450, 457. Six additional hours of political science courses selected in consultation with an advisor. 3. Political Campaign Management PS 375 is required and 6 hours selected from PS 370, 371, 372. Six additional hours of political science courses selected in consultation with an advisor. 4. Public Law PS 220 is required and 6 hours selected from PS 326, 327, 328. Six additional hours of political science courses selected in consultation with an advisor. 5. Public Administration PS 440 is required and 12 hours selected from PS 210, 211, 310, 314, 316, 338, 370, 371, 372, 373, 374, 412, 415, 424, 441, 442, 480, 498. 	<p>324 and 325 can both be repeated once. Three hours can be used for the major and three hours as general electives.</p>
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4.Rationale for the proposed program change:

- The change in core course requirements is designed to give students and faculty greater flexibility in meeting the Political Theory requirement for the major. Without the change we do not have the faculty resources to offer a course on American Political Thought. At this time, the same faculty member teaches both Political Theory and American Political Thought. Without the change, he has to teach Theory every semester to meet student demand. The change in requirements will create the flexibility needed to offer American Political Thought on a regular basis.

- The elimination of the concentrations is a response to other changes in the program which will improve the quality of instruction and better meet the needs of students. In several cases the concentration has been or will be replaced with the creation of a certificate, minor, or major program. The move from concentrations to certificate, minor, or major programs will provide more comprehensive coverage of topics in those subject areas. The interdisciplinary International Affairs major is an example of this transition.
- The net effect of these changes provides the Department greater flexibility in scheduling and ensures that courses are offered in a timely manner to meet student needs.

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

6. Dates of prior committee approvals:

Political Science Department:	August 13, 2009
Potter College Curriculum Committee:	October 1, 2009
Undergraduate Curriculum Committee	
University Senate	

Attachment: Program Inventory Form

Proposal Date: April 28, 2009

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

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

1 Identification of program:

- 1.1 Current program reference number: 344
- 1.2 Current program title: Dance Minor
- 1.3 Credit hours: 27

2 Identification of the proposed program changes: Modifying dance technique level requirements

3 Detailed program description:

<u>Current</u>	<u>Proposed</u>
<p>The minor in dance requires a minimum of 27 semester hours. The requirements are:</p> <ul style="list-style-type: none">▪ Ballet Technique Courses 4 hours (Initial placement based on demonstrated skill level. Must achieve at least level 5* in either Ballet or Jazz and level 3* in a second genre.)▪ Jazz Technique Courses 4 hours (Initial placement based on demonstrated skill level. Must achieve at least level 5* in either Ballet or Jazz and level 3* in a second genre.)▪ Modern Technique Courses 2 hours (Initial placement based on demonstrated skill level. Must achieve at least level 5* in either Ballet or Jazz and level 3* in a second genre.)▪ PERF 120: Rehearsal & Production I 1 hour▪ PERF 121: Rehearsal & Production II 1 hour▪ DANC 235: Dance Improvisation 3 hours▪ DANC 310: Choreography I 3 hours <p>One of the following history courses:</p> <ul style="list-style-type: none">○ DANC 360: Dance in Culture 3○ DANC 350: Dance History 3	<p>The minor in dance requires a minimum of 27 semester hours. The requirements are:</p> <ul style="list-style-type: none">▪ Ballet Technique Courses 4 hours (Initial placement based on demonstrated skill level. Must achieve at least level 4* in one technique and level 3* in a second technique.)▪ Jazz Technique Courses 4 hours (Initial placement based on demonstrated skill level. Must achieve at least level 4* in one technique and level 3* in a second technique.)▪ Modern Technique Courses 2 hours (Initial placement based on demonstrated skill level. Must achieve at least level 4* in one technique and level 3* in a second technique.)▪ PERF 120: Rehearsal & Production I 1 hour▪ PERF 121: Rehearsal & Production II 1▪ DANC 235: Dance Improvisation 3 hours▪ DANC 310: Choreography I 3 hours <p>One of the following history courses:</p> <ul style="list-style-type: none">○ DANC 360: Dance in Culture 3○ DANC 350: Dance History 3

<p>One of the following technical production courses:</p> <ul style="list-style-type: none"> ○ THEA 250: Stage Electrics 3 hour ○ THEA 241: Costume Technology 3 hours ▪ Restricted Electives 3 hours (Three hours earned by successfully completing any upper-division DANC courses.) <p>* Please note that Dance courses at level III and up are upper-division courses and thus will serve to ensure that at least 50% of the coursework in this minor will be at the upper-division level.</p>	<p>One of the following technical production courses:</p> <ul style="list-style-type: none"> ○ THEA 250: Stage Electrics 3 hours ○ THEA 241: Costume Technology 3 hours ▪ Restricted Electives 3 hours (Three hours earned by successfully completing any upper-division DANC courses.) <p>* Please note that Dance courses at level III and up are upper-division courses and thus will serve to ensure that at least 50% of the coursework in this minor will be at the upper-division level.</p>
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4.Rationale for the proposed program change:

Our Minor in Dance currently requires that students reach a level 5 technique in ballet or jazz. However, to reach this level, minors must have significant dance training prior to enrolling at WKU. In addition, minors must then continue to properly and sufficiently train their bodies by enrolling in a minimum of 2 dance technique courses each semester, which isn't feasible when they are also trying to complete a bachelor's degree in another field and graduate in 4 years.

Also, our B.A. in Dance and Dance Minor currently have the same technical requirements. Our dance majors are pursuing the B.A. with the intention of becoming professionals in the field, such as performers and dance educators, and therefore need to master a higher level of technique to be competitive upon graduation. Our minors are typically more interested in supplementing their knowledge of dance or continuing their hobby of dance as they pursue degrees and careers in separate fields; therefore, mastering a technique at level 4 is sufficient.

5.Proposed term for implementation and special provisions (if applicable): Fall 2010**6.Dates of prior committee approvals:**

Theatre and Dance Department:	April 28, 2009
Potter College Curriculum Committee:	October 1, 2009
Undergraduate Curriculum Committee	October 22, 2009
University Senate	

Attachment: Program Inventory Form

Proposal Date: 9/10/2009

**College of Health and Human Services
Department of Allied Health
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Barbara Bush; barbara.bush@wku.edu; 5-3825

1. Identification of course:

- 1.1 Current course prefix and number: DH 204
- 1.2 Course title: Periodontics
- 1.3 Credit hours: 2

2. Proposed course credit hours: 3

3. Rationale for the revision of course credit hours:

Periodontology is a discipline with a strong scientific base. With the increasing knowledge of the interrelationship between oral disease and systemic health, the information necessary to prepare the student for practice has increased significantly. Additionally, much additional time is required in helping to prepare the student to cope with increasing complex technologies and innovations in the field. New research information on Periodontics requires us to supplement current content to thoroughly prepare students for success making it necessary to increase the hours taught.

4. Proposed term for implementation: Spring 2010

5. Dates of prior committee approvals:

Allied Health Department/Division: September 3, 2009

CHHS Undergraduate Curriculum Committee Sept. 30, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate _____

Attachment: Course Inventory Form

**College of Health and Human Services
Department of Allied Health
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: Terry Dean, DMD; terry.dean@wku.edu; 745-2213

1. Identification of course:

- 1.1 Current course prefix and number: DH 309
- 1.2 Course title: Pain Control in Dentistry
- 1.3 Credit hours: 3

2. Proposed course credit hours: 4

3. Rationale for the revision of course credit hours:

In an effort to accommodate new materials and expanding curriculum while keeping the existing course content and in an effort to provide ample time for achieving clinical competency this course is expanding to 63 contact hours. This course was previously designed with maximum of 24 students, however minimal enrollment is now 28 and often there are more than 30 students taking the course. Expanding the course hours will allow continuity for safe margin of clinical practice during the delivery of local anesthesia (intra-oral injections) and nitrous oxide analgesia delivery. By allowing increase in credit hours this will allow current faculty to accommodate safely the influx of students due to increased enrollment. This expansion of course hours and subsequently credit hours will provide for an improved margin in the delivery of this highly interactive course.

Approximately 40 hours of didactic work will be required along with a minimum of 23 hours of training exercises and clinical laboratory hours for a total of 63 contact hours. In addition to preparing our students for the workplace this course will/should also meet state requirements (KRS 313.343 and KAR 201 8:460) needed for certification in infiltration and block local anesthesia and nitrous oxide analgesia delivery; which require a minimum of 32 didactic and 14 hours clinical work (46-total) to cover material pertinent for certification. Meeting times: MTWRF from 8-12:30 over 14 days of May term = 63 hours.

4. Proposed term for implementation: Summer 2010

5. Dates of prior committee approvals:

Allied Health Department: 9/3/2009

CHHS Undergraduate Curriculum Committee Sept. 30, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: 2/19/09

**College of Health and Human Services
Department of Kinesiology, Recreation & Sport
Proposal to Revise Course Credit Hours
(Action Item)**

Contact Person: William Hey, william.hey@wku.edu, 745-3350

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PE 313
- 1.2 Course title: Motor Development
- 1.3 Credit hours: 2

2. Proposed course credit hours: 3

- 3. Rationale for the revision of course credit hours:** The course content is such that three credit hours is more appropriate than two credit hours. The extra class time over the course of a semester will be sufficient to cover the material necessary for this course. As of now, it is a struggle to include everything that needs to be covered with only two credit hours. Also, the Exercise Science program is creating a three credit hour Motor Learning course (EXS 313). Although the content of these two courses is different, there are similarities and if both PE 313 and EXS 313 are three credit hours we can, in extenuating circumstances, allow with confidence a PE major to substitute EXS 313 for PE 313.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Kinesiology, Recreation & Sport Department	2/19/09
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Professional Education Council	<u>4/8/2009</u>
Undergraduate Curriculum Committee	<u>10/22/2009</u>
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 26, 2009

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

Contact Person: Darbi Haynes-Lawrence; Darbi.Haynes-Lawrence@wku.edu; 270-745-2525

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: CFS 396
- 1.2 Course title: Adoption Theories and Research
- 1.3 Abbreviated course title: Adoption Theories and Research
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisite: Junior standing
- 1.7 Course catalog listing: Review of theories and research underlying practice with families and children who have been adopted. Offers an understanding of challenges, risks and opportunities related to adoptive and birth families. Types and critical issues of adoption will be reviewed.

2. Rationale:

- 2.1 Reason for developing the proposed course: Graduates of the Child Studies and Family Studies degrees will work with families and children in a variety of settings. One of those settings includes the area of adoption. This class will better prepare our graduates to work with adoption agencies, both national and international, as well as understand the process, types, and critical issues that surround the adoption process.
- 2.2 Projected enrollment in the proposed course: 25 This is based on the one time course offering enrollment and as an elective option.
- 2.3 Relationship of the proposed course to courses now offered by the department: None
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: None of the benchmark schools offer a course similar to this. Indiana University, Bloomington has offered a course on adoption. Illinois State University has a center dedicated to the study of adoption. Subsequently, they offer courses on the study of adoption and foster care.

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of this course, students should be able to:
 - o Identify at least 5 types of adoption
 - o Identify at least 5 major issues associated with adoption

- o Critically analyze current adoption issues and the adoption process
- o Recognize diversity in adoptive families
- o Understand state, national and international laws of adoption
- 3.2 Content outline:
 - o Foundation (i.e., historical/sociological context and statistics)
 - o Theoretical Issues in Adoption
 - o Transracial and International adoption
 - o Special Issues in Adoption
 - o Research Findings in Adoption Work
- 3.3 Student expectations and requirements: Student expectations include reading assigned books, chapters and articles, actively participating in discussions of readings, completing written assignments such as reviews of literature, attendance of presentations by guest lecturers and completing quizzes and exams.
- 3.4 Tentative texts and course materials:
 - o Hiber, A. (2008). *At issue series: Are adoption policies fair?* Greenhaven Press.
 - o Javier, R.A., Baden, A.L., Biafora, F.A. Camacho-Gingerich, A. (2006). *Handbook of Adoption: Implications for researchers, practitioners, and families.* Sage Publications.
 - o Merino, N. (2008). *Introducing issues with opposing viewpoints: Adoption.* Greenhaven Press.
 - o Smith, S.L., & Howard, J.A. (1999). *Promoting successful adoptions: Practice with troubled families.* Sage Publications.
 - o Other readings (e.g. journal articles, book chapters) assigned as appropriate.
- 4. **Resources: Adequate**
 - 4.1 Library resources: Adequate
 - 4.2 Computer resources: Adequate
- 5. **Budget implications: Adequate**
 - 5.1 Proposed method of staffing: There is sufficient full time faculty to teach this course.
 - 5.2 Special equipment needed: None
 - 5.3 Expendable materials needed: None
 - 5.4 Laboratory materials needed: None
- 6. **Proposed term for implementation:** Spring, 2010
- 7. **Dates of prior committee approvals:**

Consumer & Family Science Department:

9/11/2009

CHHS Undergraduate Curriculum Committee Sept. 30, 2009

University Curriculum Committee October 22, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 09-11-09

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

Contact Person: Sheila S. Flener, sheila.flener@wku.edu, 745-4105

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: DMT 449
- 1.2 Course title: Design Humanics
- 1.3 Abbreviated course title: Design Humanics
- 1.4 Credit hours and contact hours: 4 Credit hours
- 1.5 Type of course: Applied Learning
- 1.6 Prerequisites: DMT 300, AMS 163 or DMT 222
- 1.7 Course catalog listing: Research and application of design theory to a design project. Student will prepare design documents from conceptual diagrams, preliminary design and code analysis to final presentation.

2. Rationale:

- 2.1 Reason for developing the proposed course:
 - To expose students to concepts of multiple qualitative solutions to a problem through the assignment of an in depth project and observation of the jury process.
 - To expose students to concepts of multiple qualitative solutions to a problem through the assignment of numerous related short projects and observation of other classmates' work.
 - To meet accreditation requirements by CIDA (Council of Interior Design Accreditation) and NKBA (National Kitchen and Bath Association).
- 2.2 Projected enrollment in the proposed course: This course is being offered as an elective for Design, Merchandising & Textiles majors. Projected enrollment of twenty five students per offering is based on existing enrollment for DMT electives and technical equipment available.
- 2.3 Relationship of the proposed course to courses now offered by the department: The in-depth concentration of various design solutions that will be covered in this class is not being covered by this department.
- 2.4 Relationship of the proposed course to courses offered in other departments: There is not a course offered by another department at Western Kentucky University that covers this course material in a directed design practicum environment.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Special topics course in Interior Design is offered at Benchmark Institutions such as Missouri State University and the University of Northern Iowa.

3. Discussion of proposed course:

- 3.1 Course objectives:

As a result of this course the student will:

- Exploration and resolution of design problems in areas not covered in previous interior design classes.
- Focus on the design solving process, which will vary.
- Undertake pertinent research into specific topics and record this effectively.
- Effectively use the research to inform the design process.
- Effectively present work to an invited panel.
- Develop self-critical skills regarding one's own design work.

3.2 Content outline:

- Introduction to design research
- Methods of data collection
- Design Precedents
- Structural Needs
- Contextual Needs
- Sustainability Needs
- Human Factors
- Diversity in Design
- Data Collection for Various Built Environments
- Putting to Practice Evidence-Based Design

3.3 Student expectations and requirements: Studio work is typically evaluated by the student's ability to creatively solve design problems as expressed through the graphic media required. Students will be evaluated on the quality of final presentation (both graphic and oral) of each project, the evolution of the design process, exploration of ideas and class participation. There will be numerous, short design projects and presentations. The work itself rather than examinations will be the primary basis for evaluation.

3.4 Tentative texts and course materials:

- Nussbaumer, Linda, Evidence Based Design for Interior Designers, Fairchild Publishing.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Currently the College of Health and Human Services has the needed software to teach this course.

5. Budget implications:

5.1 Proposed method of staffing: Present faculty members are qualified to teach the course

5.2 Special equipment needed: Computer lab and software currently provided by college

5.3 Expendable materials needed: Miscellaneous supplies required by the instructor, i.e. original documents reproductions, etc. will be covered by the department

5.4 Laboratory materials needed: Materials needed for design presentation will be furnished by students.

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Consumer & Family Science Department:	<u>9/11/2009</u>
CHHS Undergraduate Curriculum Committee	<u>Sept. 30, 2009</u>
Undergraduate Curriculum Committee	<u>October 22, 2009</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Joseph Etienne; Joseph.Etienne@wku.edu; (270)745-8998
Ashley Chance; Ashley.Chance@wku.edu; (270)745-8962

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 201
- 1.2 Course title: American Sign Language III
- 1.3 Abbreviated course title: ASL III
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites: CD102 with a minimum grade of C or CLEP test or instructor permission
- 1.7 Course catalog listing: Development of intermediate expressive and receptive ASL skills and cultural features of the language and community. Off-campus experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites. There is a lab fee for activities within the ASL Lab. The class will be conducted without voice to enhance comprehension of the language.

2. Rationale:

- 2.1 Reason for developing the proposed course: Development of knowledge in intermediate expressive and receptive skills and classifier usage which is essential in working with Deaf and Hard of Hearing individuals. This core course is included in the proposed ASL certificate.
- 2.2 Projected enrollment in the proposed course: approximately 20 students. This number is based on student enrollment in each of the prerequisite courses within the cohort and is in alignment with comparable courses at other institutions.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is an extension of CD102 and expands the focus to the appropriate use of linguistic tools such as classifiers for effective expressive and receptive skills. It is an elective course for the certificate.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are currently no courses in this language offered in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is equivalent to the course offerings at Eastern Kentucky University (EKU), the Commonwealth's premier post secondary institution for American Sign Language and Interpreter Training Program. ECU courses are specifically designed for a minor in American Sign Language and undergraduate degree in their Interpreter Training Program. There are no other Kentucky universities that offer this course as a part of a certificate program.

3. Discussion of proposed course:

3.1 Course Objectives:

- Increase knowledge and concepts of:
- Vocabulary
- Numbers
- Grammatical features
- Descriptions
- Language in performance
- Improve expressive and receptive skills to enhance communicative capabilities

3.2 Content Outline:

- Exchanging personal information; Life events
Locative Classifiers
Spatial Relationships
Ordinal numbers
Yes/No
Who questions
Language in Performance
- Complaining, Making Suggestions and Requests
Temporal aspects
Spatial agreement
Numbers: Time related
Language in Performance (Cheers and Songs)
- Talking about the Weekend
Narratives
Classifiers
Numbers
Language in performance (Legends)

3.3 Student expectations & requirements: quizzes, receptive and written exams, expressive evaluations, lab assignments and community involvement. There will be various projects and assignments to provide opportunities for authentic interactions.

3.4 Tentative texts and course materials:

Smith, C., Lentz, E.M., and Mikos, K. (1992) *Signing Naturally Level II: DVD and Workbook*. San Diego. Dawn Sign Press.
Moore, M. and Levitan, L. (2003). *For Hearing People Only*. 3rd Edition. New York. Deaf Life.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current part-time faculty will be used to teach this course. No new resources are needed at this time.

5.2 Special equipment needed: None

- 5.3 Expendable materials needed: None
5.4 Laboratory materials needed: Lab fee will cover these materials.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Disorders Department:	<u>8/26/2009</u>
CHHS Undergraduate Curriculum Committee	<u>Sept. 30, 2009</u>
Undergraduate Curriculum Committee	<u>October 22, 2009</u>
University Senate	<u></u>

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Joseph Etienne; Joseph.Etienne@wku.edu; (270)745-8998
Ashley Chance; Ashley.Chance@wku.edu; (270)745-8962

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 301
- 1.2 Course title: American Sign Language IV
- 1.3 Abbreviated course title: ASL IV
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites: CD201, with a minimum grade of C and/or instructor permission.
- 1.7 Course catalog listing: The fourth in the four semester sequence which continues training in American Sign Language (ASL) and study of the Deaf Community. Expressive, receptive, and affective skills will be the primary focus with an emphasis on receptive skills. There is a lab fee for activities within the ASL Lab. The class will be conducted without voice to enhance comprehension of the language.

2. Rationale:

- 2.1 Reason for developing the proposed course: Expansion of intermediate skills in description and perspectives, narratives and transitions, conversations, and language in performance in addition to a focus on receptive skills. This is an elective course in the proposed certificate.
- 2.2 Projected enrollment in the proposed course: approximately 20 students This number is based on student enrollment in each of the prerequisite courses within the cohort and is in alignment with comparable courses at other institutions.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course expands the knowledge base and skills beyond the prerequisite courses to provide a higher level of communication competency with ASL users.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are currently no courses offered in this language in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is equivalent to the course offerings at Eastern Kentucky University (EKU), the Commonwealth's premier post secondary institution for American Sign Language and Interpreter Training Program. EKU and U of L are the only universities in Kentucky that offers courses. EKU is the only university in Kentucky that offers courses. Their courses are specifically designed for a minor in American Sign Language and undergraduate degree in their Interpreter Training Program. There are no other Kentucky universities that offer this course as a part of a certificate program.

3. Discussion of proposed course:

3.1 Course Objectives:

- Expand knowledge and apply concepts of:
 - Description and perspectives
 - Narratives and dialogues
 - Money signs
 - Language in culture and performance
- Improve expressive and affective skills with a focus on receptive abilities

3.2 Content Outline:

- Exchanging Personal Information; Life Events
 - Narratives/storytelling
 - Numbers: counting by hundreds
 - Location of items
- Describing and Identifying Things
 - Description and perspectives
 - Money number/money signs
 - Language in performance (storytelling)
- Cumulative Review
 - Attention-getting
 - Directing and maintaining
 - Conversational strategies
 - Numbers
 - Language in performance (drama & monologues)

3.3 Student expectations & requirements: Quizzes, written exams, expressive and receptive evaluations, lab assignments, various projects and assignments, and engagement in community activities.

3.4 Tentative texts and course materials:

Smith, C., Lentz, E.M., and Mikos, K. (1992) *Signing Naturally Level II: DVD and Workbook*. San Diego. Dawn Sign Press.

Moore, M. and Levitan, L. (2003). *For Hearing People Only*. 3rd Edition. New York. Deaf Life.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current part-time faculty will be used to teach this course. No new resources are needed at this time.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Lab fee will cover these materials.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Disorders Department/Division: 8/26/2009

CHHS Undergraduate Curriculum Committee Sept. 30, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Joseph Etienne; Joseph.Etienne@wku.edu; (270)745-8998
Ashley Chance; Ashley.Chance@wku.edu; (270)745-8962

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 401
- 1.2 Course title: Fingerspelling
- 1.3 Abbreviated course title: Fingerspelling
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites: CD 102, with a minimum grade of C or with instructor permission.
- 1.7 Course catalog listing: This course will serve to supplement a student's American Sign Language (ASL) conversational skills. Receptive and expressive fingerspelling course content will serve to further strengthen the student's use of this language. In addition, the course will also focus on aspects and applications of incorporating numerals into use of ASL in a variety of contexts. The class will be conducted without voice to enhance comprehension of the language.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The use of fingerspelling strategies and numbering systems is a basic and essential skill that needs concentrated attention and practice. A focus on the development of both clear and accurate fingerspelling and numbering skills will improve communication effectiveness. This is a required course in the proposed certificate.
- 2.2 Projected enrollment in the proposed course: approximately 20 students This number is based on student enrollment in each of the prerequisite courses within the cohort and is in alignment with comparable courses at other institutions.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course is designed to provide a concentrated study and practice of skills that are only generally covered and integrated with other ASL classes. These skills enable students to achieve a more native-user level which enhances communication.
- 2.4 Relationship of the proposed course to courses offered in other departments.
There are currently no courses in this language offered in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
This course is equivalent to the course offerings at Eastern Kentucky University (EKU), the Commonwealth's premier post secondary institution for American Sign Language and Interpreter Training Program. EKU and U of L are the only universities in Kentucky that offers courses. EKU is the only university in Kentucky that offers courses. Their courses are specifically designed for a minor

in American Sign Language and undergraduate degree in their Interpreter Training Program. There are no other Kentucky universities that offer this course as a part of a certificate program

3. Discussion of proposed course:

3.1 Course Objectives:

- Increase knowledge, understanding and application of:
 - Fingerspelling strategies and styles
 - Numbering systems
 - Prevention issues related to repetitive motion injuries
- Develop receptive skills in the use of manual alphabet and numbers

3.2 Content Outline:

- Development of receptive and expressive skills in use of alphabet
 - Fingerspelled loan signs
 - States & Cities
 - Abbreviations
 - Common fingerspelled words
- Fingerspelling related to categories (auto-related and housing)
- Development of receptive and expressive skills in the numerical system
- Fingerspelling history and prevention strategies in repetitive motion injuries

3.3 Student expectations & requirements: Participation, quizzes, tests, assignments and classroom attendance.

3.4 Tentative texts and course materials:

Mendoza, E. (2007). *ABC-123 Student Workbook and Practice DVD*
Publisher: RID Press.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current part-time faculty will be used to teach this course. No new resources are needed at this time.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Lab fee will cover these materials.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Disorders Department: 8/26/2009

CHHS Undergraduate Curriculum Committee Sept. 30, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/15/2009

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

Contact Person: Dr. Joseph Etienne; Joseph.Etienne@wku.edu; (270)745-8998
Ashley Chance; Ashley.Chance@wku.edu; (270)745-8962

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 402
- 1.2 Course title: ASL Professional Ethics and Issues
- 1.3 Abbreviated course title: ASL Prof Ethics & Issues
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites: CD 201, with the minimum grade of C or instructor permission
Course catalog listing: Professional and ethical issues as they relate to interpreting and transliterating. In addition, students will become familiar with applicable terminology and procedures when interacting with the Deaf Community. Topics are based on information needed for the Registry of Interpreters for the Deaf certification tests.

2. Rationale:

- 2.1 Reason for developing the proposed course:
As in any profession, this course will equip students with knowledge and understanding regarding the codes of conduct established by the national organization Registry of Interpreters for the Deaf (RID) that provides certification for practitioners. A review of history, theory, models and values will be included for various subfields. Discussion of current trends, issues, resources and ethical decision making will be included accompanied by opportunities for authentic observations and application activities. This is an elective course in the proposed certificate.
- 2.2 Projected enrollment in the proposed course: approximately 20 students. This number is based on student enrollment in each of the prerequisite courses within the cohort and is in alignment with comparable courses at other institutions.
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course provides information and authentic experiences which relates to careers in American Sign Language and with Deaf and Hard of Hearing individuals. Completing a course in professional ethics provides the student a glimpse into the field of American Sign Language interpreting.
- 2.4 Relationship of the proposed course to courses offered in other departments:
There are currently no courses of this specific content offered in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This

course is equivalent to the course offerings at Eastern Kentucky University (EKU), the Commonwealth's premier post secondary institution for American Sign Language and Interpreter Training Program. EKU is the only university in Kentucky that offers courses. Their courses are specifically designed for a minor in American Sign Language and undergraduate degree in their Interpreter Training Program. There are no other Kentucky universities that offer this course as a part of a certificate program.

3. Discussion of proposed course:

3.1 Course Objectives:

- Engage in personal review and analysis of values and cultural influences
- Demonstrate awareness of professional considerations, i.e. codes of conduct, current trends/issues and resources related to interpreting
- Develop an understanding and ability to apply ethical decision making skills
- Demonstrate knowledge of interpreting history, theory and models

3.2 Content Outline:

- Values, ethics, decision making model
- RID Code of Professional Conduct
- History
- Culture
- Physical Factors
- Interpreting in various situations and observations
 - Professional interpreter in platform/presentation setting
 - Educational in Classroom + visit to KY School for the Deaf
- Religious
- Vocational Rehabilitation
- Medical and Mental Health
- Legality
- Use of various scenarios from each of the main topics for class role play and discussion

3.3 Student expectations & requirements: Attendance and participation in observations and discussions, assignments, projects, and presentations, quizzes and tests.

3.4 Tentative texts and course materials:

Solow, S.N. (2000). *Sign Language Interpreting: A Basic Resource Book*
Linstok Press, Inc.

Supplemental books and materials are on reserve in Educational Resource Center.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current part-time faculty will be used to teach this course. No new resources are needed at this time.

- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: Lab fee will cover these materials.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Disorders Department:	<u>8/26/2009</u>
CHHS Undergraduate Curriculum Committee	<u>Sept. 30, 2009</u>
Undergraduate Curriculum Committee	<u>October 22, 2009</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Joseph Etienne; Joseph.Etienne@wku.edu; (270)745-8998
Ashley Chance; Ashley.Chance@wku.edu; (270)745-8962

1. Identification of proposed course:

- 1.1 Course prefix and number: CD 403
- 1.2 Course title: Deaf Culture and History
- 1.3 Abbreviated course title: Deaf Culture and History
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture (L)
- 1.6 Prerequisites: CD 102, with a minimum grade of C, or with instructor permission
- 1.7 Course catalog listing: An overview of the psychological, sociological and cultural impacts of deafness upon children and adults. Explores how deafness can affect the individual's development in language, communication, cognition and psychological emotional growth. Examines historic relations between Deaf and hearing and compares Deaf culture with that of the hearing world. A voice interpreter will be provided for this class.

2. Rationale:

- 2.1 Reason for developing the proposed course: An examination of the history, linguistic variables and values, cultural norms, significant institutions, humor, and comparisons with other cultures. This course will provide a unique opportunity to review and discuss perspectives and practices within the Deaf culture. This is an elective for the proposed certificate.
- 2.2 Projected enrollment in the proposed course: approximately 20 students This number is based on student enrollment in each of the prerequisite courses within the cohort and is in alignment with comparable courses at other institutions.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course offers a more in-depth study of the various dimensions of Deaf culture and history, i.e., characteristics, norms and practices, diversity, humor, and institutions. Comparisons with other cultures will be analyzed to increase understanding, respect and acceptance. This is a course which provides a valuable experiential component.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are currently no courses on this specific content offered in other departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is equivalent to the course offerings at Eastern Kentucky University (EKU), the Commonwealth's premier post secondary institution for American Sign Language and Interpreter Training Program. EKU is the only university in

Kentucky that offers courses. Their courses are specifically designed for a minor in American Sign Language and undergraduate degree in their Interpreter Training Program. There are no other Kentucky universities that offer this course as a part of a certificate program.

3. Discussion of proposed course:

3.1 Course Objectives:

- Increase the level of knowledge and awareness of:
 - Historical evolution of the Deaf culture
 - Cultural characteristics and norms
 - Diversity within the culture
- Review appropriate resources for information

3.2 Content Outline:

- Historical foundation of the Deaf culture
- Linguistic variables and values of the Deaf community
- Institutions of significance to the Deaf community – religious, educational, social groups
- Characteristics and norms within the Deaf culture
- Humor and folklore in the Deaf community
- Comparisons of Deaf culture with the hearing culture in particular

3.3 Student expectations & requirements:

Weekly quizzes, reviewing materials and participating in discussions and preparing reports, assignments and projects, and midterm and final exams.

3.4 Tentative texts and course materials:

Padden, C. & Humphries, T. (2005) *Inside Deaf Culture*, Harvard University Press

Lane, H., Hoffmeister, R. & Bahan, B. (1996). *A Journey into the Deaf World*. Publisher: DawnSign Press

“See What I Mean” DVD (2001), Thomas K. Holcomb

“Hearing World around Me” DVD (2003), Trix Bruce

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Current part-time faculty will be used to teach this course. No new resources are needed at this time.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Lab fee will cover these materials.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Disorders Department:

8/26/2009

CHHS Undergraduate Curriculum Committee Sept. 30, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Department of Kinesiology, Recreation & Sport
Proposal to Revise a Program
(Action Item)**

Contact Person: William Hey, william.hey@wku.edu, 745-3350

1. Identification of program:

- 1.1 Current program reference number: 587
- 1.2 Current program title: Physical Education
- 1.3 Credit hours: 48

- 2. Identification of the proposed program changes:** The proposed revision to the Physical Education program is simply to increase the number of required hours from 48 to 49. This is necessary due to increasing the credit hours of PE 313 (Motor Development) from 2 credit hours to 3 credit hours.

3. Detailed program description:

Current Program Description			Proposed Program Description		
The major in physical education (reference number 587) requires 48 semester hours and leads to a Bachelor of Science degree.			The major in physical education (reference number 587) requires 49 semester hours and leads to a Bachelor of Science degree.		
Current Program			Proposed Program		
Hrs	Course	Title	Hrs	Course	Title
2	PE 110	Generic Teaching Skills PE	2	PE 110	Generic Teaching Skills PE
2	PE 111	Education Gymnastics	2	PE 111	Education Gymnastics
2	PE 112	Fundamental Movement	2	PE 112	Fundamental Movement
3	PE 121	Dance and Rhythmical Activity	3	PE 121	Dance and Rhythmical Activity
3	PE 122	Foundations of PE	3	PE 122	Foundations of PE
2	PE 211	Net/Wall and Target Sports	2	PE 211	Net/Wall and Target Sports
2	PE 212	Striking and Invasion Sports	2	PE 212	Striking and Invasion Sports
2	PE 221	HRF I---Aerobics	2	PE 221	HRF I---Aerobics
2	PE 222	HRF II---Strength/End/Flex	2	PE 222	HRF II---Strength/End/Flex
2	PE 300	Outdoor Education Activities	2	PE 300	Outdoor Education Activities
3	PE 310	Kinesiology	3	PE 310	Kinesiology
3	PE 311	Exercise Physiology	3	PE 311	Exercise Physiology

3	PE 312	Basic Athletic Training	3	PE 312	Basic Athletic Training
2	PE 313	Motor Development	3	PE 313	Motor Development
2	PE 320	Teaching Physical Education	2	PE 320	Teaching Physical Education
3	PE 321	PE Curriculum K-6	3	PE 321	PE Curriculum K-6
1	PE 322	PE Practicum K-6	1	PE 322	PE Practicum K-6
1	PE 323	Adapted PE K-6	1	PE 323	Adapted PE K-6
3	PE 324	Measurement and Evaluation	3	PE 324	Measurement and Evaluation
1	PE 413	Adapted PE 7-12	1	PE 413	Adapted PE 7-12
3	PE 414	PE Curriculum 7-12	3	PE 414	PE Curriculum 7-12
1	PE 415	PE Practicum 7-12	1	PE 415	PE Practicum 7-12
48	Total Hours		49	Total Hours	

4. **Rationale for the proposed program change:** The proposed program change is necessary due to the increase in credit hours for PE 313 (Motor Development). As stated in the proposal to revise PE 313, “the course content is such that three credit hours is more appropriate than two credit hours. The extra class time over the course of a semester will be sufficient to cover the material necessary for this course. As of now, it is a struggle to include everything that needs to be covered with only two credit hours. Also, the Exercise Science program is creating a three credit hour Motor Learning course (EXS 313). Although the content of these two courses is different, there are similarities and if both PE 313 and EXS 313 are three credit hours we can, in extenuating circumstances, allow with confidence a PE major to substitute EXS 313 for PE 313.”

5. **Proposed term for implementation and special provisions:** Fall 2010

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

Kinesiology, Recreation & Sport Department	2/19/09
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Professional Education Council	<u>4/8/2009</u>
Undergraduate Curriculum Committee	<u>10/22/2009</u>
University Senate	_____

Attachment: Program Inventory Form

**College of Health and Human Services
School of Nursing
Proposal to Revise A Program
(Action Item)**

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

Contact Person(s): Dr. Ritchie Taylor; ritchie.taylor@wku.edu; 745-8975
Dr. Vijay Golla; vijay.golla@wku.edu; 745-2448
Dr. Emmanuel Iyiegbuniwe; emmanuel.iyiegbuniwe@wku.edu; 745-5088

1. Identification of program:

- 1.1 Program title: Occupational Safety & Health
- 1.2 Required hours in program: 15 Hours
- 1.3 Special information: This program is designed to enhance the educational opportunities for students in the occupational safety and health field. Numerous students will be supported by this certificate program, including environmental health and safety technicians, environmental health professionals, environmental health and safety consultants, and employees serving in environmental health and safety roles. Industrial professions have very limited opportunities for studies in the field of occupational safety and health, especially, certificate programs that provide field-based learning opportunities through online courses and cohort programming.
- 1.4 Catalog description: The certificate program in Occupational Safety & Health is designed to provide training for careers focused on the protection of human health from occupational hazards in the built and natural environments. Courses will require application of basic Occupational Safety and Health Administration (OSHA) principles and challenges, which will prepare students for diverse opportunities in safety and health, environmental management, and business careers.

2. Objectives of the proposed certificate program:

- Provide students with a foundation to understand the human health risks of occupational hazards in the built and natural environments.
- Engage students in applied learning of basic OSHA principles and challenges.
- Develop an understanding of environmental causes of health impacts in the built and natural environments.
- Review occupational scale environmental issues that impact human health and the environment.
- Develop knowledge of methods for occupational safety and health assessment, monitoring, protection and communication.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program:
 - Provide industrial employees working in the occupational safety and health, and environmental health and safety fields an opportunity for

- focused training.
 - Increase participation and interest in the Public Health and Environmental Health Science programs.
 - Creates an additional option for students in programs such as interdisciplinary studies to have an optional area of focus and development.
 - Allows students another option within the Public Health Department.
 - Creates an opportunity for students working toward to a career with industry to have training in occupational safety and health.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:
 - A minor is offered in Occupational Safety and Health in the Department of Public Health.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:
 - A graduate certificate in Environmental Health and Safety is offered through the Department of Public Health. Currently, no related undergraduate certificate is offered at Western Kentucky University.
- 3.4 Projected enrollment in the proposed certificate program:
 - This program will be operated with the support of DELO. Already, we have a cohort of fifteen students at a local industry that will begin taking this block of courses in the Fall 2009.
 - An annual enrollment of 30 new students is expected.
 - Target 10% annual increase once program matures.
 - Continued growth of the Environmental Health Science program.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
 - Occupational Safety Certificate offered by Eastern Kentucky University. This is a similar program. However, the program is a graduate certificate. This program requires 36 credit hours.
 - Iowa State University offers a certificate in Occupational Safety. The program is designed specifically for technically-oriented managers to meet safety and health responsibilities. Students that take this certificate must have a baccalaureate degree. The program requires 20 credit hours.
 - Western Carolina University offers an Occupational Safety certificate. This program requires 15 credit hours. This is an undergraduate certificate focused on the Occupational Safety and Health Act.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives:
 - In accordance with the Western Kentucky University Mission, the occupational safety and health certificate will prepare student to be productive citizens of a global society that is concerned with the safety and health of individuals in the built and natural environments.
 - Lifelong learning opportunities will be created for place bound workers through online and cohort offerings of the certificate.
 - Students will engage with industries and communities in learning

- activities that contribute to society.
- Students will engage in learning that addresses the safety and health of a diversity of peoples.
- Students will demonstrate an awareness of their responsibility as a safety and health professional living and working in a global society.

4. **Curriculum:**

- **ENV 120 – Introduction to Occupational Safety and Health.** An introduction to the principles of occupational safety and health. A survey course covering the basic principles and techniques of accident investigation and prevention.
 - 3 Hours
- **ENV 221 – Safety and Health Standards, Codes, and Regulations.** A review of the Occupational Safety and Health ACT, including standards and codes. Particular emphasis on application of these standards and codes to typical work situations.
 - 3 Hours
- **ENV 322 – Physical Hazards Recognition and Control I.** An examination of physical hazards in occupational settings, including the built and natural environments. Methods of recognition and control of physical hazards.
 - 3 Hours
- **ENV 423 – Safety Program Management.** Acquaints students with the common elements of a modern safety program. Safety program development and management is emphasized.
 - 3 Hours
- **ENV 321 - Fundamentals of Industrial Hygiene.** Examines basic industrial hygiene sampling, measurement, and analytical techniques. Course exercises will include calibration of sampling equipment, use of instrumentation, and indoor air quality monitoring methodology.
 - 3 Hours
- Total: 15 credit hours required.

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

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

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

Public Health Department: August 25, 2009

CHHS Undergraduate Curriculum Committee Sept. 30, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate

Board of Regents

Attachment: Program Inventory Form

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

Contact Person: Dr. Joseph Etienne; Joseph.Etienne@wku.edu; (270)745-8998
Ashley Chance; Ashley.Chance@wku.edu; (270)745-8962

1. Identification of program:

- 1.1 Program title: American Sign Language Studies Certificate
- 1.2 Required hours in program: 12
- 1.3 Special information: None
- 1.4 Catalog description: The American Sign Language Studies certificate broadens the student's knowledge of Deaf and Hard of Hearing individuals, with an emphasis on culture and communication. The ASL Studies Certificate will not qualify students to become licensed interpreters. A minimum of 12 semester hours, with a grade of 'C' or better must be obtained to successfully complete the certificate.

2. Objectives of the proposed certificate program:

The certificate will allow students to receive academic credit for their coursework in the area of American Sign Language Studies. The coursework will provide a foundation to those who wish to further their education in this area both at the undergraduate and/or graduate levels. Specifically this course work will provide the groundwork for more advance study in the field of interpreting for which there is a great demand. The certificate will also be directly beneficial to students pursuing careers in many diverse fields (i.e. education, communication disorders, social work, recreation, health related areas, counseling, interpreting and many other academic areas).

3. Rationale:

- 3.1 Reason for developing the proposed certificate program:
The American Sign Language Studies certificate is being developed in response to student, faculty and societal needs and interests. Because of the changing demographics in school populations and increased access for this diverse population, there are growing demands for ASL knowledge and skills. The increased interest of American Sign Language is due to its acceptance as a foreign language and with its discovery students have a peeked interest in continuing to learning the language and culture. The knowledge and skills acquired through this program would be advantageous for students as they seek employment and engage themselves into their respective communities. This curriculum may lead students to seek further education to become a licensed interpreter. The state of Kentucky, specifically this region, as well as other parts of the country, are suffering a severe shortage of trained and certified interpreters.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department:

American Sign Language I and American Sign Language II have been regularly offered and five additional courses are being proposed to establish a certificate program. This offering will enhance the knowledge and skills of potential Speech-Language Pathologists as well as other students who may be attracted to this option. The American Sign Language Studies certificate is the only ASL based program offered in the Department of Communication Disorders at this time.

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

No other department/unit offers American Sign Language Studies as a certificate program. This will provide unique curriculum that will complement and support a variety of institutional majors. It will also provide valuable training, experience and preparation for advanced study to become nationally certified interpreters. This certificate program does not duplicate any other program offered in other departments or colleges.

3.4 Projected enrollment in the proposed certificate program:

Anticipated enrollment will be 20-25 students per cohort. Students will complete an application process. A new cohort will begin each fall semester. Since many students from diverse disciplines take American Sign Language, students from a variety of majors are expected to enroll in the certificate program, including Communication Disorders.

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

This certificate program is equivalent to the course offerings at Eastern Kentucky University (EKU), the Commonwealth's premier post secondary institution for American Sign Language and Interpreter Training Program. EKU is the only university in Kentucky that offers courses. Their courses are specifically designed for a minor in American Sign Language and undergraduate degree in their Interpreter Training Program. There are no other Kentucky universities that offer this course as a part of a certificate program.

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

Students enrolled in this certificate program and students enrolling in some of the certificate program offerings to fulfill general education requirements will have opportunities to experience cultural and social diversity as they communicate with hard-of-hearing and deaf individuals in the community. In addition, students will be participating in various creative activities as they complete course requirements.

4. Curriculum:

Required core courses (9 hours):

CD 101 American Sign Language I	3
CD 102 American Sign Language II	3
*CD 401 Fingerspelling	3

Elective courses (choose one):

*CD 201 American Sign Language III	3
*CD 301 American Sign Language IV	3
*CD 402 Professional Ethics and Issues	3
*CD 403 Deaf Culture and History	3

*Denotes new course proposals. These courses have previously been offered as one-time offerings.

5. Budget implications:

The courses in this certificate program will be taught by existing faculty. Lab fees will be used to purchase lab materials. No new resources are needed.

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Communication Disorders Department:	8/26/2009
CHHS Undergraduate Curriculum Committee	<u>Sept. 30, 2009</u>
Undergraduate Curriculum Committee	<u>October 22, 2009</u>
University Senate	_____
Board of Regents	_____

Attachment: Program Inventory Form

**Community College
Department of Business
Proposal to Create a New Course
(Action Item)**

Contact Person: Ron Mitchell, ron.mitchell@wku.edu , 780-2535

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BUS 249C
- 1.2 Course title: Employee Benefits Programs
- 1.3 Abbreviated course title: Employee Benefits
- 1.4 Credit hours and contact hours: 2
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Investigates and surveys employee benefits planning to include selection, cost control and viability of employee benefits programs.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will increase the HR knowledge of students and provide current information on HR benefits programs. This information is essential and will meet the needs of local organizations.
- 2.2 Projected enrollment in the proposed course: 15 – 20 per class.
- 2.3 Relationship of the proposed course to courses now offered by the department: None
- 2.4 Relationship of the proposed course to courses offered in other departments: MGT 414 Compensation Administration (Gordon Ford) No relationship other than topic as BUS 249C is a two-credit hour course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: None as all courses offered are three credit hours.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - To define and explain the employee benefits required by federal employment law
 - To use strategic planning to create a total rewards strategy
 - Discuss cost savings approaches for employee retirement and medical insurance plans
- 3.2 Content outline: The course will discuss Retirement Plans/Benefits, Health Benefits/Insurance/Public Sector Benefits/Other Benefits.
- 3.3 Student expectations and requirements: Attendance will be extremely important and student learning will be evaluated by exams, readings, research and projects.
- 3.4 Suggested text: Employee Benefits: Joseph J. Martocchio, Univ of Illinois-Champaign: ISBN 13 9780073381299: McGraw-Hill.

4. Resources:

- 4.1 Library resources: Will use current HR Journals and electronic data bases from Library.
- 4.2 Computer resources: Computers will be used to research electronic data bases.
- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: With current resources and adjunct faculty.
 - 5.2 Special equipment needed: None
 - 5.3 Expendable materials needed: None
 - 5.4 Laboratory materials needed: None
- 6. **Proposed term for implementation: Fall 2010**
- 7. **Dates of prior committee approvals:**

Business Department/Division:	8/26/2009
Community College Curriculum Committee	10/05/2009
Undergraduate Curriculum Committee	<u>10/22/2009</u>
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 104C
- 1.2 Course title: Calculations for Nursing
- 1.3 Abbreviated course title: Calculations for Nursing
- 1.4 Credit hours and contact hours: 1 credit hour
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: Admission to the nursing program
Corequisites: NUR 105C, NUR 106C
Pre or Corequisites: PSY 199/PSYC 199C, BIOL 131/BIO 131C
- 1.7 Course catalog listing: An introduction to medication dosage calculations, symbols, abbreviations, unit dosing, and system equivalent conversion operations. Emphasis of course is on medication problems involving metric and household measurement conversions necessary for medication administration in nursing.

2. Rationale:

- 2.1 Reason for developing the proposed course: By pulling this course material out of the existing nursing courses, increased emphasis will be placed on the importance of accuracy and error prevention when performing nursing calculations related to medication administration.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Fall semester in Glasgow based on current program admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: The content in the proposed course is currently integrated throughout the nursing curriculum. The proposed course will amass the nursing calculations content.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other department offers a nursing calculations course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: All nursing programs either incorporate nursing calculations content within their existing nursing courses or have a separate course. Examples of institutions that have a specific course for nursing calculations include Elizabethtown Community College (MT110 Applied Mathematics) and Tennessee State University (NUR 1300 Pharmacology, Drugs & Solutions).

3. Discussion of proposed course:

- 3.1 Course objectives:

- Distinguish metric and household systems of measurement.
 - Convert from one system of measurement to another.
 - Calculate temperature from Fahrenheit to Celsius and Celsius to Fahrenheit.
 - Perform computations necessary to administer medications via the oral, intradermal, subcutaneous, intramuscular and intravenous routes.
 - Calculate intravenous infusion rates and titrate intravenous medications.
 - Differentiate medication administration principles in the pediatric population.
 - Apply Associate Degree Nursing program (WKU) rounding rules to medication calculations.
- 3.2 Content outline:
- Review of Basic Math Principles
 - Introduction to Drug Measures
 - Oral Medication Labels and Dosage Calculation
 - Safe Medication Administration
 - Hypodermic Syringe Measurement
 - Parenteral Medication Labels and Dosage Calculation
 - Reconstitution of Powdered Drugs
 - Measuring Insulin Dosages
 - Dosage Calculation Using Dimensional Analysis
 - Adult and Pediatric Dosages Based on Body Weight
 - Introduction to Intravenous Therapy
 - Intravenous Flow Rate Calculation
 - Calculating Intravenous Infusion and Completion Times
 - Intravenous Medication and Titration Calculations
 - Heparin Infusion Calculations
 - Pediatric Oral and Parenteral Medications
 - Pediatric Intravenous Medications
- 3.3 Student expectations and requirements: Students must achieve a 90% average to successfully pass NUR 104C. Grades will be determined by homework assignments and unit and comprehensive exams.
- 3.4 Tentative texts and course materials:
Curren, A. and Munday, L. (2009). *Dimensional analysis for meds* (4th ed.). San Diego: W.I. Publishing.
4. **Resources:**
- 4.1 Library resources: Adequate.
- 4.2 Computer resources: Students have computer access through computer labs on campus. No special software is required for this course.
5. **Budget implications:**
- 5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None
6. **Proposed term for implementation:** Fall 2010

7. Dates of prior committee approvals:

Health Sciences Division: September 18, 2009

BGCC Curriculum Committee October 5, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 105C
- 1.2 Course title: Fundamentals of Nursing
- 1.3 Abbreviated course title: Fundamentals of Nursing
- 1.4 Credit hours and contact hours: 6.5 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: Admission to the nursing program
Corequisites: NUR 104C, NUR 106C
Pre or Corequisites: PSY 199/PSYC 199C, BIOL 131/BIO 131C
- 1.7 Course catalog listing: Introduces fundamental nursing concepts and principles utilizing basic human needs, developmental theory, nursing process, and therapeutic nursing interventions to promote and maintain health for selected populations.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NUR 100C (Fundamentals of Nursing). Separating the didactic and clinical components of NUR 100C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Fall semester in Glasgow based on current program admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the didactic component of the current NUR 100C (Fundamentals of Nursing).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers a fundamentals of nursing course with similar content to the course being proposed; however, the proposed course utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3350 Introduction to Nursing Practice (5 credit hours) and NURS 3360 Introduction to Nursing Practice Clinical (4 credit hours).

3. Discussion of proposed course:

3.1 Course objectives

- Identify the ANA Scope and Standards of Practice, code of ethics, licensing laws and established policies and procedures.
- Apply the nursing process in providing care to promote and maintain health for selected populations within their environment.
- Define critical thinking skills in nursing practice.
- Identify the influence of one's own values and culture on nursing practice. Utilize caring behaviors and therapeutic nursing interventions to assist clients to achieve an optimal level of functioning.
- Describe the nurse's role in health promotion.
- Identify the need for organization and priority-setting skills to effectively manage multiple demands utilizing instructor guidance.
- Identify appropriate resources for use when encountering situations beyond one's knowledge and experience.
- Identify teaching needs of selected populations.

3.2 Content outline:

- ADN Philosophy
- Standard Precautions
- Nursing Process
- Vital Signs
- Hygiene
- Physical Assessment
- Critical Thinking
- Documentation/Reporting
- Health Concepts
- Health Promotion
- Teaching & Learning
- Medication Administration
- Ethical & Legal
- Culture
- Spirituality
- Sensory/Cognition
- Safety
- Asepsis
- Activity and Exercise
- Fecal & Urinary Elimination
- Nutrition
- Growth and Development
- Skin Integrity/Pressure Ulcers
- Rest/Sleep

3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NUR 105C. Grades will be determined by unit and comprehensive final exams. Students must also achieve a satisfactory clinical evaluation in NUR 106C. If a student is unsuccessful in either NUR 105C or

NUR 106C, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Castaldi, P. (2007). *Study guide to accompany potter-perry basic nursing: Essentials for practice* (6th ed.). St. Louis, MO: Mosby Elsevier.

Doenges, M., Moorhouse, M., and Murr, A. (2008). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (11th ed.). Philadelphia: F. A. Davis Company.

Mosby. (2008). *Mosby's dictionary of medicine, nursing, & health professions* (8th ed.). St. Louis, MO: Author.

Perry, A. & Potter, P. (2009). *Basic nursing: Essentials for practice* (7th ed.). St. Louis, MO: Mosby Elsevier.

Perry, A. & Potter, P. (2009). *Perry and potter's clinical nursing skills & techniques* (7th ed.). St. Louis, MO: Mosby Elsevier.

Potter, P. & Hall, A. (2007). *Interactive software: Virtual clinical excursions pacific view regional hospital* (6th ed.). St. Louis, MO: Mosby Elsevier.

4. **Resources:**

4.1 Library resources: Adequate.

4.2 Computer resources: Students have computer access through computer labs on campus. No special software is required for this course.

5. **Budget implications:**

5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.

5.2 Special equipment needed: Student access fees for the nursing program's national standardized testing program is included in the course fee.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

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

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

Health Sciences Division: September 18, 2009

BGCC Curriculum Committee October 5, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 106C
- 1.2 Course title: Fundamentals of Nursing Clinical
- 1.3 Abbreviated course title: Fundamentals Clinical
- 1.4 Credit hours and contact hours: 1.5 credit hours
- 1.5 Type of course: Clinical
- 1.6 Prerequisites: Admission to the nursing program
Corequisites: NUR 104C, NUR 105C
Pre or Corequisites: PSY 199/PSYC 199C, BIOL 131/BIO 131C
- 1.7 Course catalog listing: Application of fundamental nursing concepts, principles and skills.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the clinical component for the current NUR 100C (Fundamentals of Nursing). Separating the didactic and clinical components of NUR 100C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Fall semester in Glasgow based on current program admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the clinical component of the current NUR 100C (Fundamentals of Nursing).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers a fundamentals of nursing clinical with similar nursing experiences to the clinical course being proposed; however, the proposed clinical utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3350 Introduction to Nursing Practice (5 credit hours) and NURS 3360 Introduction to Nursing Practice Clinical (4 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Function within the ANA Scope and Standards of Practice, code of ethics, licensing laws and established policies and procedures.
- Apply the nursing process in providing care to promote and maintain health for selected populations within their environment.
- Develop critical thinking skills in nursing practice.
- Develop awareness of one's own values and culture on nursing practice.
- Utilize caring behaviors and therapeutic nursing interventions to assist clients to achieve an optimal level of functioning.
- Demonstrate the nurse's role in health promotion.
- Identify the need for organization and priority-setting skills to effectively manage multiple demands utilizing instructor guidance.
- Seek appropriate resources when encountering situations beyond one's knowledge and experience.
- Demonstrate accountability for nursing care.
- Identify teaching needs of selected populations.

3.2 Content outline:

- Implementation of Hygiene Measures
- Vital Sign Measurements
- Medication Administration
- Implementation of the Nursing Process
- Documentation/Reporting
- Physical Assessment
- Promotion of Nurse/Client Safety
- Asepsis
- Mobility/Immobility
- Nutrition
- Universal Precautions
- Urinary Catheterization
- Fecal- Enemas & Stool Specimens

3.3 Student expectations and requirements: NUR 106C is a pass/fail course. Students must achieve a satisfactory clinical evaluation to pass NUR 106C. Satisfactory performance is based on faculty evaluation in the laboratory/clinical settings. If a student is unsuccessful in either NUR 105C or NUR 106C both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Castaldi, P. (2007). *Study guide to accompany potter-perry basic nursing: Essentials for practice* (6th ed.). St. Louis, MO: Mosby Elsevier.

Doenges, M., Moorhouse, M., and Murr, A. (2008). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (11th ed.). Philadelphia: F. A. Davis Company.

Mosby. (2008). *Mosby's dictionary of medicine, nursing, & health professions* (8th ed.). St. Louis, MO: Author.

Perry, A. & Potter, P. (2009). *Basic nursing: Essentials for practice* (7th ed.). St. Louis, MO: Mosby Elsevier.

Perry, A. & Potter, P. (2009). *Perry and potter's clinical nursing skills & techniques* (7th ed.). St. Louis, MO: Mosby Elsevier.

Potter, P. & Hall, A. (2007). *Interactive software: Virtual clinical excursions pacific view regional hospital* (6th ed.). St. Louis, MO: Mosby Elsevier.

4. Resources:

- 4.1 Library resources: None needed.
- 4.2 Computer resources: None needed.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: The cost of student expendable skills laboratory supplies is included in the course fee.
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Health Sciences Division:	September 18, 2009
BGCC Curriculum Committee	October 5, 2009
Undergraduate Curriculum Committee	October 22, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 155C
- 1.2 Course title: Medical-Surgical Nursing I
- 1.3 Abbreviated course title: Medical-Surgical Nursing I
- 1.4 Credit hours and contact hours: 5.5 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NUR 104C, NUR 105C, NUR 106C
Corequisites: NUR 156C, NUR 165C, NUR 166C
Pre or Corequisites: CHEM 109/CHM 109C
- 1.7 Course catalog listing: Introduces medical-surgical concepts utilizing basic human needs, developmental theory, nursing process and therapeutic nursing interventions to promote and maintain health for selected populations.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NUR 112C (Medical/Surgical Nursing I). Separating the didactic and clinical components of NUR 112C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Spring semester in Glasgow based on current program admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the didactic component of the current NUR 112C (Medical/Surgical Nursing I).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers medical surgical nursing course s with similar content to the course being proposed; however, the proposed course utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3530 Caring for Adults with Health Deviations (5 credit hours) and NURS 3540Caring for Adults with Health Deviations Clinical (4 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Develop critical thinking skills in nursing practice.
- Develop awareness of one's own values and culture on nursing practice.
- Utilize caring behaviors and therapeutic nursing interventions to assist clients to achieve an optimal level of functioning.
- Develop organization and priority-setting skills to effectively manage multiple demands.
- Identify appropriate resources for use when encountering situations beyond one's knowledge and experience.
- Identify the teaching needs of selected populations.

3.2 Content outline:

- Basic oxygenation
- Autonomic nervous system
- Perioperative nursing
- Pain
- Delegation
- Care of the Client with the following alterations:
 - Respiratory Disorders
 - Fluid, Electrolyte and Acid Base Disorders
 - Musculoskeletal Disorders
 - Gastrointestinal Disorders
 - Hepatic Disorders
 - Biliary and Pancreatic Disorders
 - Immune Disorders
 - Renal Disorders

3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NUR 155C. Grades will be determined by unit and comprehensive final exams. Students must also achieve a satisfactory clinical evaluation in NUR 156C. If a student is unsuccessful in either NUR 155C or NUR 156C, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Castaldi, P. (2007). *Study guide to accompany potter-perry basic nursing: Essentials for practice* (6th ed.). St. Louis, MO: Mosby Elsevier.

Doenges, M., Moorhouse, M., and Murr, A. (2008). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (11th ed.). Philadelphia: F. A. Davis Company.

Ignatavicius, D. & Workman, L. (2010). *Critical thinking study guide to accompany medical surgical nursing: Critical thinking for collaborative care* (6th ed.). St. Louis, MO: Saunders Elsevier.

Ignatavicius, D. & Workman, L. (2010). *Medical surgical nursing: Critical thinking for collaborative care* (6th ed.). St. Louis, MO: Saunders Elsevier.

Kee, J. & Hayes, E. (2009). *Pharmacology: A nursing process approach* (6th ed.). Philadelphia: Saunders.

Kee, J. & Hayes, E. (2009). *Pharmacology: A nursing process approach study guide* (6th ed.). Philadelphia: Saunders.

Mosby. (2008). *Mosby's dictionary of medicine, nursing, & health professions* (8th ed.). St. Louis, MO: Author.

Perry, A. & Potter, P. (2009). *Basic nursing: Essentials for practice* (7th ed.). St. Louis, MO: Mosby Elsevier.

Perry, A. & Potter, P. (2009). *Perry and potter's clinical nursing skills & techniques* (7th ed.). St. Louis, MO: Mosby Elsevier.

4. Resources:

- 4.1 Library resources: Adequate.
- 4.2 Computer resources: Students have computer access through computer labs on campus. No special software is required for this course.

5. Budget implications:

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

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Health Sciences Division: September 18, 2009

BGCC Curriculum Committee October 5, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 156C
- 1.2 Course title: Medical-Surgical Nursing I Clinical
- 1.3 Abbreviated course title: Medical-Surgical I Clinical
- 1.4 Credit hours and contact hours: 3.5 credit hours
- 1.5 Type of course: Clinical
- 1.6 Prerequisites: NUR 104C, NUR 105C, NUR 106C
Corequisites: NUR 155C, NUR 165C, NUR 166C
Pre or Corequisites: CHEM 109/CHM 109C
- 1.7 Course catalog listing: Application of medical-surgical nursing concepts, principles and skills.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the clinical component for the current NUR 112C (Medical/Surgical Nursing I). Separating the didactic and clinical components of NUR 112C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Spring semester in Glasgow based on current program admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the clinical component of the current NUR 112C (Medical/Surgical Nursing I).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers medical surgical nursing clinicals with similar nursing experiences to the clinical course being proposed; however, the proposed clinical utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3530 Caring for Adults with Health Deviations (5 credit hours) and NURS 3540 Caring for Adults with Health Deviations Clinical (4 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Function within the ANA Scope and Standards of Practice, code of ethics, licensing laws and established policies and procedures.
- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Utilize critical thinking skills in nursing practice.
- Initiate therapeutic communication with clients.
- Develop awareness of one's own values and culture on nursing practice.
- Utilize caring behaviors and therapeutic nursing interventions to assist clients to achieve an optimal level of functioning.
- Develop organization and priority-setting skills to effectively manage multiple demands utilizing instructor guidance.
- Seek appropriate resources when encountering situations beyond one's knowledge and experience.
- Demonstrate accountability for nursing care.
- Interact with other healthcare providers.
- Utilize standardized teaching plans with selected populations.

3.2 Content outline:

- Basic oxygenation
- Autonomic nervous system
- Perioperative nursing
- Pain
- Delegation
- Care of the Client with the following alterations:
 - Respiratory Disorders
 - Fluid, Electrolyte and Acid Base Disorders
 - Musculoskeletal Disorders
 - Gastrointestinal Disorders
 - Hepatic Disorders
 - Biliary and Pancreatic Disorders
 - Immune Disorders
 - Renal Disorders

3.3 Student expectations and requirements: NUR 156C is a pass/fail course. Students must achieve a satisfactory clinical evaluation to pass NUR 156C. Satisfactory performance is based on faculty evaluation in the laboratory/clinical settings. If a student is unsuccessful in either NUR 155C or NUR 156C, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Castaldi, P. (2007). *Study guide to accompany potter-perry basic nursing: Essentials for practice* (6th ed.). St. Louis, MO: Mosby Elsevier.

Doenges, M., Moorhouse, M., and Murr, A. (2008). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (11th ed.). Philadelphia: F. A. Davis Company.

Ignatavicius, D. & Workman, L. (2010). *Critical thinking study guide to accompany medical surgical nursing: Critical thinking for collaborative care* (6th ed.). St. Louis, MO: Saunders Elsevier.

Ignatavicius, D. & Workman, L. (2010). *Medical surgical nursing: Critical thinking for collaborative care* (6th ed.). St. Louis, MO: Saunders Elsevier.

Kee, J. & Hayes, E. (2009). *Pharmacology: A nursing process approach* (6th ed.). Philadelphia: Saunders.

Kee, J. & Hayes, E. (2009). *Pharmacology: A nursing process approach study guide* (6th ed.). Philadelphia: Saunders.

Mosby. (2008). *Mosby's dictionary of medicine, nursing, & health professions* (8th ed.). St. Louis, MO: Author.

Perry, A. & Potter, P. (2009). *Basic nursing: Essentials for practice* (7th ed.). St. Louis, MO: Mosby Elsevier.

Perry, A. & Potter, P. (2009). *Perry and potter's clinical nursing skills & techniques* (7th ed.). St. Louis, MO: Mosby Elsevier.

4. Resources:

- 4.1 Library resources: None needed.
- 4.2 Computer resources: None needed.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.
- 5.2 Special equipment needed: Student access fees for the nursing program's national standardized testing program is included in the course fee.
- 5.3 Expendable materials needed: The cost of student expendable skills laboratory supplies is included in the course fee.
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Health Sciences Division:	September 18, 2009
BGCC Curriculum Committee	October 5, 2009
Undergraduate Curriculum Committee	October 22, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 165C
- 1.2 Course title: Mental Health Nursing
- 1.3 Abbreviated course title: Mental Health Nursing
- 1.4 Credit hours and contact hours: 2.5 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NUR 104C, NUR 105C, NUR 106C
Corequisites: NUR 155C, NUR 156C, NUR 166C
Pre or Corequisites: CHEM 109/CHM 109C
- 1.7 Course catalog listing: Includes mental health nursing concepts utilizing basic human needs, developmental theory, nursing process and therapeutic nursing interventions to promote and maintain health for selected populations.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NUR 110C (Mental Health Nursing). Separating the didactic and clinical components of NUR 110C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Spring semester in Glasgow based on current admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the didactic component of the current NUR 110C (Mental Health Nursing).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers a mental health nursing course with similar content to the course being proposed; however, the proposed course utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3250 Mental Health Requisite Care (3 credit hours) and NURS 3260 Mental Health Clinical (3 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Identify within the Scope and Standards of Practice, Code of Ethics, licensing laws and established policies and procedures.
- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Develop critical thinking skills in nursing practice.
- Develop awareness of one's own values and culture on nursing practice.
- Describe the utilization of therapeutic communication with clients.
- Utilize caring behaviors and therapeutic nursing interventions to assist clients to achieve an optimal level of functioning.
- Identify appropriate resources for use when encountering situations beyond one's knowledge and experience.
- Identify the teaching needs of selected populations.

3.2 Content outline:

- Introduction to Mental Health Nursing
- History of Care of the Mentally Ill
- Theoretical Models of Human Behavior
- Legal Issues in Mental Health Nursing
- Basic and Therapeutic Communication
- Self-Concept
- Development of Therapeutic Relationship
- Development of Therapeutic Environment
- Working with Groups/Family
- Grief & Loss
- Caring as a Concept
- Stress, Anxiety, Coping & Crisis
- Nursing Care of the Client with the following:
 - Anxiety Disorders
 - Somatoform Disorders
 - Dissociative Disorders
 - Depression/Suicide
 - Bipolar Disorders
 - Schizophrenia
 - Cognitive Disorders
 - Eating Disorders
 - Personality Disorders
 - Substance Abuse
 - Domestic Violence

3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NUR 165C. Grades will be determined by unit and comprehensive final exams. Students must also achieve a satisfactory clinical evaluation in NUR 166C. If a student is unsuccessful in either NUR 165C or NUR 166C, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Norman, K., Schwecke, L. & Bostrom, C. (2007). *Psychiatric nursing* (5th ed.). St. Louis, MO: Mosby Elsevier.

4. Resources:

- 4.1 Library resources: Adequate.
- 4.2 Computer resources: Students have computer access through computer labs on campus. No special software is required for this course.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.
- 5.2 Special equipment needed: Student access fees for the nursing program's national standardized testing program is included in the course fee.
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Health Sciences Division:	September 18, 2009
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BGCC Curriculum Committee	October 5, 2009
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Undergraduate Curriculum Committee	October 22, 2009
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University Senate	_____
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Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 166C
- 1.2 Course title: Mental Health Nursing Clinical
- 1.3 Abbreviated course title: Mental Health Clinical
- 1.4 Credit hours and contact hours: 1.5 credit hours
- 1.5 Type of course: Clinical
- 1.6 Prerequisites: NUR 104C, NUR 105C, NUR 106C
Corequisites: NUR 155C, NUR 156C, NUR 165C
Pre or Corequisites: CHEM 109/CHM 109C
- 1.7 Course catalog listing: Application of mental health nursing concepts, principles and skills.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the clinical component for the current NUR 110C (Mental Health Nursing). Separating the didactic and clinical components of NUR 110C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Spring semester in Glasgow based on current program admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the clinical component of the current NUR 110C (Mental Health Nursing).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers a mental health nursing clinical with similar nursing experiences to the clinical course being proposed; however, the proposed clinical utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3250 Mental Health Requisite Care (3 credit hours) and NURS 3260 Mental Health Clinical (3 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Function within the Scope and Standards of Practice, Code of Ethics, licensing laws and established policies and procedures.
- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Utilize critical thinking skills in providing nursing practice.
- Initiate the utilization of therapeutic communication with clients.
- Develop awareness of one's own values and culture on nursing practice.
- Exhibit caring behaviors appropriate nursing practice.
- Develop organization and priority-setting skills to effectively manage multiple demands utilizing instructor guidance.
- Seek appropriate resources when encountering situations beyond one's knowledge and experience.
- Demonstrate accountability for nursing care.
- Interact with other healthcare providers.
- Utilize standardized teaching plans with selected populations.

3.2 Content outline:

- Therapeutic communication and relationships
- Care of families of clients with mental illness
- Nursing care of clients with:
 - Anxiety Disorders
 - Somatoform Disorders
 - Dissociative Disorders
 - Depression/Suicide
 - Bipolar Disorders
 - Schizophrenia
 - Cognitive Disorders
 - Eating Disorders
 - Personality Disorders
 - Substance Abuse
 - Domestic Violence

3.3 Student expectations and requirements: NUR 166C is a pass/fail course. Students must achieve a satisfactory clinical evaluation to pass NUR 166C. Satisfactory performance is based on faculty evaluation in the laboratory/clinical settings. If a student is unsuccessful in either NUR 165C or NUR 166C, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Keltner, N., Schwecke, L. & Bostrom, C. (2007). *Psychiatric nursing* (5th ed.). St. Louis, MO: Mosby Elsevier.

4. Resources:

4.1 Library resources: None needed.

4.2 Computer resources: None needed.

5. Budget implications:

5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

Health Sciences Division:	September 18, 2009
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BGCC Curriculum Committee	October 5, 2009
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Undergraduate Curriculum Committee	October 22, 2009
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University Senate	_____
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Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 208C
- 1.2 Course title: Medical-Surgical Nursing II
- 1.3 Abbreviated course title: Medical-Surgical Nursing II
- 1.4 Credit hours and contact hours: 5 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NUR 155C, NUR 156C, NUR 165C, NUR 166C
Corequisites: NUR 206C, NUR 215C, NUR 216C
Pre or Corequisites: ENG 100/ENGL 100C, BIOL 207/BIO 207C
- 1.7 Course catalog listing: Expansion on previous medical-surgical nursing concepts utilizing basic human needs, developmental theory, nursing process and therapeutic nursing interventions to promote and maintain health for selected populations.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NUR 201C (Medical/Surgical Nursing II). Separating the didactic and clinical components of NUR 201C more accurately reflects student course load and faculty teaching load. This course also incorporates nursing professional issues from the current NUR 230C (Roles & Responsibilities) course.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Fall semester in Glasgow based on current program admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the didactic component of the current NUR 201C (Medical/Surgical Nursing II).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers medical surgical nursing courses with similar content to the course being proposed; however, the proposed course utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3530 Caring for Adults with Health Deviations II (5 credit

hours) and NURS 3540 Caring for Adults with Health Deviations II Clinical (4 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Develop critical thinking skills in nursing practice.
- Adapt nursing care in consideration of clients' values and culture.
- Utilize caring behaviors and therapeutic nursing interventions to assist clients to achieve an optimal level of functioning.
- Develop organization and priority setting skills to effectively manage multiple demands.
- Identify appropriate resources for use when encountering situations beyond one's knowledge and experience.
- Discuss steps of the delegation process.
- Explain the function of collaboration among other healthcare providers to coordinate care.
- Develop and implement teaching plan specific to developmental level, knowledge, and learning needs of selected populations.

3.2 Content outline:

- Nursing Care of the Client with the following alterations:
 - Cardiac Disorders
 - Perfusion Disorders
 - Chest Trauma
 - Respiratory Failure
 - Metabolic Disorders
 - Cancer
 - Anemias
- Professional Issues related to the RN Role:
 - Nursing education
 - Professionalism
 - Resume/Interview
 - Conflict Management
 - Workplace Issues
 - Role Transition

3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NUR 205C. Grades will be determined by unit and comprehensive final exams. Students must also achieve a satisfactory clinical evaluation in NUR 206C. If a student is unsuccessful in either NUR 205C or NUR 206C, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Doenges, M., Moorhouse, M., and Murr, A. (2008). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (11th ed.). Philadelphia: F. A. Davis Company.

Ignatavicius, D. & Workman, L. (2010). *Critical thinking study guide to accompany medical surgical nursing: Critical thinking for collaborative care* (6th ed.). St. Louis, MO: Saunders Elsevier.

Ignatavicius, D. & Workman, L. (2010). *Medical surgical nursing: Critical thinking for collaborative care* (6th ed.). St. Louis, MO: Saunders Elsevier.

Kee, J. & Hayes, E. (2009). *Pharmacology: A nursing process approach* (6th ed.). Philadelphia: Saunders.

Kee, J. & Hayes, E. (2009). *Pharmacology: A nursing process approach study guide* (6th ed.). Philadelphia: Saunders.

Mosby. (2008). *Mosby's dictionary of medicine, nursing, & health professions* (8th ed.). St. Louis, MO: Author.

4. Resources:

- 4.1 Library resources: Adequate.
- 4.2 Computer resources: Students have computer access through computer labs on campus. No special software is required for this course.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.
- 5.2 Special equipment needed: Student access fees for the nursing program's national standardized testing program is included in the course fee.
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Health Sciences Division: September 18, 2009

BGCC Curriculum Committee October 5, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 209C
- 1.2 Course title: Medical-Surgical Nursing II Clinical
- 1.3 Abbreviated course title: Medical-Surgical II Clinical
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: Clinical
- 1.6 Prerequisites: NUR 155C, NUR 156C, NUR 165C, NUR 166C
Corequisites: NUR 205C, NUR 215C, NUR 216C
Pre or Corequisites: ENG 100/ENGL 100C, BIOL 207/BIO 207C
- 1.7 Course catalog listing: Application of medical-surgical nursing concepts, principles and skills.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the clinical component for the current NUR 201C (Medical/Surgical Nursing II). Separating the didactic and clinical components of NUR 201C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Fall semester in Glasgow based on current program admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the clinical component of the current NUR 201C (Medical/Surgical Nursing II).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers medical surgical nursing clinicals with similar nursing experiences to the clinical course being proposed; however, the proposed clinical utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3530 Caring for Adults with Health Deviations II (5 credit hours) and NURS 3540 Caring for Adults with Health Deviations II Clinical (4 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Function within the ANA Scope and Standards of Practice, Code of Ethics, licensing laws and established policies and procedures.
- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Utilize critical thinking skills in providing nursing practice.
- Utilize therapeutic communication with clients.
- Adapt nursing care in consideration of clients' values and culture.
- Utilize caring behaviors and therapeutic nursing interventions to assist clients to achieve an optimal level of functioning.
- Utilizes organization and priority-setting skills to effectively manage multiple demands.
- Seek appropriate resources when encountering situations beyond one's knowledge and experience.
- Demonstrate accountability for nursing care given by self and/or delegated to others.
- Collaborate with other healthcare providers to coordinate care.
- Develop and implement teaching plan specific to developmental level, knowledge, and learning needs of selected populations.

3.2 Content outline:

- Nursing Care of the Client with the following alterations:
 - Cardiac Disorders
 - Perfusion Disorders
 - Chest Trauma
 - Respiratory Failure
 - Metabolic Disorders
 - Cancer
 - Anemias

3.3 Student expectations and requirements: NUR 206C is a pass/fail course. Students must achieve a satisfactory clinical evaluation to pass NUR 206C. Satisfactory performance is based on faculty evaluation in the laboratory/clinical settings. If a student is unsuccessful in either NUR 205C or NUR 206C, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Doenges, M., Moorhouse, M., and Murr, A. (2008). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (11th ed.). Philadelphia: F. A. Davis Company.

Ignatavicius, D. & Workman, L. (2010). *Critical thinking study guide to accompany medical surgical nursing: Critical thinking for collaborative care* (6th ed.). St. Louis, MO: Saunders Elsevier.

Ignatavicius, D. & Workman, L. (2010). *Medical surgical nursing: Critical thinking for collaborative care* (6th ed.). St. Louis, MO: Saunders Elsevier.

Kee, J. & Hayes, E. (2009). *Pharmacology: A nursing process approach* (6th ed.). Philadelphia: Saunders.

Kee, J. & Hayes, E. (2009). *Pharmacology: A nursing process approach study guide* (6th ed.). Philadelphia: Saunders.
Mosby. (2008). *Mosby's dictionary of medicine, nursing, & health professions* (8th ed.). St. Louis, MO: Author.

4. Resources:

- 4.1 Library resources: None needed.
- 4.2 Computer resources: None needed.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: The cost of student expendable skills laboratory supplies is included in the course fee.
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Health Sciences Division:	September 18, 2009
BGCC Curriculum Committee	October 5, 2009
Undergraduate Curriculum Committee	October 22, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 215C
- 1.2 Course title: Maternal-Newborn Nursing
- 1.3 Abbreviated course title: Maternal-Newborn Nursing
- 1.4 Credit hours and contact hours: 2.5 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NUR 155C, NUR 156C, NUR 165C, NUR 166C
Corequisites: NUR 208C, NUR 209C, NUR 216C
Pre or Corequisites: ENG 100/ENGL 100C, BIOL 207/BIO 207C
- 1.7 Course catalog listing: Includes maternal-newborn nursing concepts utilizing basic human needs, developmental theory, nursing process and therapeutic nursing interventions to promote and maintain health for selected populations.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NUR 111C (Maternal/Newborn Nursing). Separating the didactic and clinical components of NUR 111C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Fall semester in Glasgow based on current program admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the didactic component of the current NUR 111C (Maternal Newborn Nursing).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers a course which includes maternal newborn content; however, the proposed course utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3550 Caring for the Childbearing Family (3 credit hours) and NURS 3560 Caring for the Childbearing Family Clinical (2 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Identify the ANA Scope and Standards of Practice, code of ethics, licensing laws and established policies and procedures.
- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Develop critical thinking skills in nursing practice.
- Adapt nursing care in consideration of clients' values and culture.
- Utilize caring behaviors and evidence based nursing interventions to assist clients to achieve an optimal level of functioning.
- Develop organization and priority setting skills to effectively manage multiple demands.
- Identify appropriate resources for use when encountering situations beyond one's knowledge and experience.
- Develop and implement teaching plan specific to developmental level, knowledge, and learning needs of selected populations

3.2 Content outline:

- Cultural Considerations & Roles of the Nurse
- Ethical & Legal Issues in Maternal-Newborn Nursing
- A & P of Reproduction
- Conception & Fetal Development
- Physical & Psychosocial Changes of Pregnancy
- Prenatal Nursing Care
- Maternal Nutrition
- Assessment of Fetal Well-Being
- Complications & Disorders of Pregnancy
- Psychosocial Issues: Teens & Older Mothers, Substance Abuse, Domestic Violence
- Electronic Fetal Monitoring
- Process of Childbirth and Nursing Care
- Management of Discomfort
- Labor & Delivery at Risk
- Newborn Adaptation
- Care & Assessment of the Newborn
- Newborn Nutrition
- Congenital Anomalies & Inborn Errors of Metabolism
- Newborn Complications & Infections
- Postpartum Physiologic & Psychosocial Changes
- Postpartum Nursing Care
- Postpartum Complications
- Contraception
- Sexually Transmitted Infections
- Female Reproductive Disorders & Infertility

3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NUR 215C. Grades will be determined by unit and

comprehensive final exams. Students must also achieve a satisfactory clinical evaluation in NUR 216C. If a student is unsuccessful in either NUR 215C or NUR 216C, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Ashwill, J., James, S., McKinney, E. & Murray, S. (2009). *Maternal-child nursing* (3rd ed.). St. Louis, MO: Saunders Elsevier.

4. Resources:

4.1 Library resources: Adequate.

4.2 Computer resources: Students have computer access through computer labs on campus. No special software is required for this course.

5. Budget implications:

5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.

5.2 Special equipment needed: Student access fees for the nursing program's national standardized testing program is included in the course fee.

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Health Sciences Division:

September 18, 2009

BGCC Curriculum Committee

October 5, 2009

Undergraduate Curriculum Committee

October 22, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 216C
- 1.2 Course title: Maternal-Newborn Nursing Clinical
- 1.3 Abbreviated course title: Maternal-Newborn Clinical
- 1.4 Credit hours and contact hours: 1.5 credit hours
- 1.5 Type of course: Clinical
- 1.6 Prerequisites: NUR 155C, NUR 156C, NUR 165C, NUR 166C
Corequisites: NUR 208C, NUR 209C, NUR 215C
Pre or Corequisites: ENG 100/ENGL 100C, BIOL 207/BIO 207C
- 1.7 Course catalog listing: Application of maternal-newborn nursing concepts, principles and skills.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the clinical component for the current NUR 111C (Maternal/Newborn Nursing II). Separating the didactic and clinical components of NUR 111C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Fall semester in Glasgow based on current program admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the clinical component of the current NUR 111C (Maternal Newborn Nursing).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers a course which includes clinical experiences in maternal newborn nursing; however, the proposed clinical utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3550 Caring for the Childbearing Family (3 credit hours) and NURS 3560 Caring for the Childbearing Family Clinical (2 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Function within the ANA Scope and Standards of Practice, code of ethics, licensing laws and established policies and procedures.
- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Utilize critical thinking skills in nursing practice.
- Utilize therapeutic communication with clients.
- Adapt nursing care in consideration of clients' values and culture.
- Utilize caring behaviors and evidence based nursing interventions to assist clients to achieve an optimal level of functioning.
- Utilize organization and priority-setting skills to effectively manage multiple demands with instructor guidance.
- Seek appropriate resources when encountering situations beyond one's knowledge and experience.
- Demonstrate accountability for nursing care given by self and/or delegated to others.
- Collaborate with other healthcare providers to coordinate care.
- Develop and implement teaching plan specific to developmental level, knowledge, and learning needs of selected populations.

3.2 Content outline:

- Nursing Care of the Client in Labor
- Observation of the Client Experiencing Vaginal or Cesarean Childbirth
- Nursing Care and Assessment of the Newborn
- Nursing Care & Assessment of the Postpartum Client
- Education & Care of Families Experiencing Childbirth
- Care & Assessment of Prenatal Clients in the Outpatient Setting

3.3 Student expectations and requirements: NUR 216C is a pass/fail course. Students must achieve a satisfactory clinical evaluation to pass NUR 216C. Satisfactory performance is based on faculty evaluation in the laboratory/clinical settings. If a student is unsuccessful in either NUR 215C or NUR 216C, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Ashwill, J., James, S., McKinney, E. & Murray, S. (2009). *Maternal-child nursing* (3rd ed.). St. Louis, MO: Saunders Elsevier.

4. Resources:

4.1 Library resources: None needed.

4.2 Computer resources: None needed.

5. Budget implications:

5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.

5.2 Special equipment needed: None

5.3 Expendable materials needed: The cost of student expendable skills laboratory supplies is included in the course fee.

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Health Sciences Division:	September 18, 2009
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BGCC Curriculum Committee	October 5, 2009
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Undergraduate Curriculum Committee	October 22, 2009
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University Senate	_____
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Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 254C
- 1.2 Course title: Pediatric Nursing
- 1.3 Abbreviated course title: Pediatric Nursing
- 1.4 Credit hours and contact hours: 2 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NUR 208C, NUR 209C, NUR 215C, NUR 216C
Corequisites: NUR 255C
Pre or Corequisites: SOCL 100/SOC 100C, BIOL 208/BIO 208C, Category B Elective
- 1.7 Course catalog listing: Includes pediatric nursing concepts utilizing basic human needs, developmental theory, nursing process and therapeutic nursing interventions to promote and maintain health for selected populations.

2. Rationale:

- 2.1 Reason for developing the proposed course: Pediatric content was previously integrated throughout the nursing curriculum. By creating a pediatric course, pediatric content will no longer be fragmented and the importance of differences in this client population related to nursing care can be emphasized.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Spring semester in Glasgow based on current admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: The content in the proposed course is currently integrated throughout the nursing curriculum. The proposed course will amass the pediatric nursing content.
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers a course which includes pediatric content; however, the proposed course utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have similar pediatric courses. An example benchmark institution is Middle Tennessee State University: NURS 4350 Caring for Children and Teen Clients (3 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Identify within the Scope and Standards of Practice, Code of Ethics, licensing laws and established policies and procedures.
- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Develop critical thinking skills in nursing practice.
- Adapt nursing care in consideration of client's values and culture.
- Utilize therapeutic communication with clients.
- Utilize caring behaviors and therapeutic nursing interventions to assist clients to achieve an optimal level of functioning.
- Develop organization and priority setting skills to effectively manage multiple demands.
- Identify appropriate resources for use when encountering situations beyond one's knowledge and experience.
- Develop and implement teaching plan specific to developmental level, knowledge, and learning needs of selected populations.

3.2 Content outline:

- Nurse's role in pediatric nursing
- Communicating with children and families
- Ill child in the hospital and other care settings
- Physical assessment of children
- Nursing interventions and medication administration
- Emergency care of the child
- Nursing care of the pediatric client with the following alterations:
 - Sensory
 - Immunologic
 - Integumentary
 - Infectious
 - Gastrointestinal
 - Genitourinary
 - Respiratory
 - Hematologic
 - Cancer
 - Cardiovascular

3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NUR 254C. Grades will be determined by unit and comprehensive final exams.

3.4 Tentative texts and course materials:

Ashwill, J., James, S., McKinney, E. & Murray, S. (2009). *Maternal-child nursing* (3rd ed.). St. Louis, MO: Saunders Elsevier.

4. Resources:

- 4.1 Library resources: Adequate.
- 4.2 Computer resources: Students have computer access through computer labs on campus. No special software is required for this course.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.
- 5.2 Special equipment needed: Student access fees for the nursing program's national standardized testing program is included in the course fee.
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Health Sciences Division: September 18, 2009

BGCC Curriculum Committee October 5, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 255C
- 1.2 Course title: Medical-Surgical Nursing III
- 1.3 Abbreviated course title: Medical-Surgical Nursing III
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NUR 208C, NUR 209C, NUR 215C, NUR 216C
Corequisites: NUR 254C, NUR 256C, NUR 257C
Pre or Corequisites: SOCL 100/SOC 100C, BIOL 208/BIO 208C, Category B Elective
- 1.7 Course catalog listing: Expansion on previous medical-surgical nursing concepts utilizing basic human needs, developmental theory, nursing process and therapeutic nursing interventions to promote and maintain health for selected populations.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NUR 250C (Medical/Surgical Nursing III). Separating the didactic, seminar and practicum components of NUR 250C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Spring semester in Glasgow based on current admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the didactic component of the current NUR 250C (Medical/Surgical Nursing III).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers medical surgical nursing courses with similar content to the course being proposed; however, the proposed course utilizes the philosophical framework of the WKU Associate Degree Nursing (ADN) Program and therefore is unique to the ADN Program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have separate didactic and clinical courses. An example benchmark institution is Middle Tennessee State University: NURS 3350 Introduction to Nursing Practice (5 credit hours) and NURS 3360 Introduction to Nursing Practice Clinical (4 credit hours).

3. Discussion of proposed course:

3.1 Course objectives:

- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Analyze critical thinking skills in nursing practice.
- Adapt nursing care in consideration of client's values and culture.
- Utilize caring behaviors and therapeutic nursing interventions to assist clients to achieve an optimal level of functioning.
- Utilize priority-setting skills to effectively manage multiple demands.
- Identify appropriate resources for use when encountering situations beyond one's knowledge and experience.
- Develop and implement teaching plan specific to developmental level, knowledge, and learning needs of selected populations.

3.2 Content outline:

- Nursing Care of the Client with the following alterations:
 - Burns
 - Neurological disorder
- End of life care
- Emergency nursing
- Organ donation/Transplantation
- Disaster planning

3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NUR 255C. Grades will be determined by unit and comprehensive final exams. Students must also achieve a satisfactory evaluation in NUR 256C and NUR 257C. If a student is unsuccessful in either NUR 255C, NUR 256C or NUR 257C, all three courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Doenges, M., Moorhouse, M., and Murr, A. (2008). *Nurse's pocket guide: Diagnoses, prioritized interventions, and rationales* (11th ed.). Philadelphia: F. A. Davis Company.

Ignatavicius, D. & Workman, L. (2010). *Critical thinking study guide to accompany medical surgical nursing: Critical thinking for collaborative care* (6th ed.). St. Louis, MO: Saunders Elsevier.

Ignatavicius, D. & Workman, L. (2010). *Medical surgical nursing: Critical thinking for collaborative care* (6th ed.). St. Louis, MO: Saunders Elsevier.

Kee, J. & Hayes, E. (2009). *Pharmacology: A nursing process approach* (6th ed.). Philadelphia: Saunders.

Kee, J. & Hayes, E. (2009). *Pharmacology: A nursing process approach study guide* (6th ed.). Philadelphia: Saunders.

Mosby. (2008). *Mosby's dictionary of medicine, nursing, & health professions* (8th ed.). St. Louis, MO: Author.

4. Resources:

- 4.1 Library resources: Adequate.
- 4.2 Computer resources: Students have computer access through computer labs on campus. No special software is required for this course.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.
- 5.2 Special equipment needed: Student access fees for the nursing program's national standardized testing program is included in the course fee.
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Health Sciences Division:	September 18, 2009
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BGCC Curriculum Committee	October 5, 2009
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Undergraduate Curriculum Committee	October 22, 2009
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University Senate	_____
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Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 256C
- 1.2 Course title: Nursing Seminar
- 1.3 Abbreviated course title: Nursing Seminar
- 1.4 Credit hours and contact hours: 1 credit hour
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: NUR 208C, NUR 209C, NUR 215C, NUR 216C
Corequisites: NUR 255C, NUR 257C
Pre or Corequisites: SOCL 100/SOC 100C, BIOL 208/BIO 208C, Category B Elective
- 1.7 Course catalog listing: Exploration of issues and policies related to the profession of nursing including preparation for licensure.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the seminar component for the current NUR 250C (Medical/Surgical Nursing III). Separating the didactic, seminar and practicum components of NUR 250C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Spring semester in Glasgow based on current admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the seminar component of the current NUR 250C (Medical/Surgical Nursing III).
- 2.4 Relationship of the proposed course to courses offered in other departments: No other department offers a seminar course related to nursing care of clients.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs throughout the country have similar seminar courses. An example benchmark institution is Missouri State University: NUR 478 Nursing: Senior Seminar (2 credit hours).

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Explore the Joint Commission's patient safety goals and reflect and compare the goals to your own nursing practice and your practicum unit's practices.

- Analyze, synthesize and reflect on ethical resolutions to stated ethical nursing scenarios.
 - Collaborate with two nurses on your unit regarding the implementation of your practicum unit's quality improvement activities.
 - Identify one Centers for Disease Control (CDC) infection control procedure not being focused on by your practicum unit and develop three persuasive rationales to implement this practice on your practicum unit.
 - Reflect on the purpose and benefits of a national and state nursing association.
 - Communicate with a nurse pertaining to a reality shock experience he/she had and then reflect upon how you may have handled the situation presented.
 - Reflect and document your practicum experiences illustrating accountability, delegation, organization, priority setting, time management and professionalism.
- 3.2 Content outline:
- Political Activism
 - Personal Time Management
 - Burn Out and Self Care Strategies
 - Quality Client Care
 - Evidence Based Practice
 - Ethical Dilemmas
 - NCLEX Preparation
- 3.3 Student expectations and requirements: NUR 256C is a pass/fail course. Students must achieve a 77% average to successfully pass NUR 256C. Grades will be determined by weekly journals and other assignments such as discussion board and written assignments. Students must also achieve a satisfactory evaluation in NUR 255C and NUR 257C. If a student is unsuccessful in either NUR 255C, NUR 256C or NUR 257C, all three courses must be successfully repeated before the student is allowed to progress in the program.
- 3.4 Tentative texts and course materials: None
4. **Resources:**
- 4.1 Library resources: Adequate.
- 4.2 Computer resources: Students have computer access through computer labs on campus. No special software is required for this course.
5. **Budget implications:**
- 5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None
6. **Proposed term for implementation:** Spring 2012
7. **Dates of prior committee approvals:**

Health Sciences Division: September 18, 2009

BGCC Curriculum Committee October 5, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 14, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Create a New Course
(Action Item)**

Contact Person: Melanie Duke, Melanie.duke@wku.edu, 780-2546

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NUR 257C
- 1.2 Course title: Nursing Practicum
- 1.3 Abbreviated course title: Nursing Practicum
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: Practicum
- 1.6 Prerequisites: NUR 208C, NUR 209C, NUR 215C, NUR 216C
Corequisites: NUR 255C, NUR 256C
Pre or Corequisites: SOCL 100/SOC 100C, BIOL 208/BIO 208C, Category B Elective
- 1.7 Course catalog listing: Capstone experience applying previous knowledge and skills to provide nursing care to multiple clients.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the practicum component for the current NUR 250C (Medical/Surgical Nursing III). Separating the didactic, seminar and practicum components of NUR 250C more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 50 each Fall and Spring semester in Bowling Green and 20 each Spring semester in Glasgow based on current admission practices.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will replace the practicum component of the current NUR 250C (Medical/Surgical Nursing III).
- 2.4 Relationship of the proposed course to courses offered in other departments: The School of Nursing offers a culminating practicum nursing experience similar to the practicum course being proposed due to the fact that all RN prelicensure programs in the state of Kentucky are required to include a concentrated integrated practicum experience within the last semester of their program.
- 2.5 Relationship of the proposed course to courses offered in other institutions: All RN prelicensure programs in the state of Kentucky are required to include at least a 120 hour integrated practicum within a seven week period during the last semester or quarter of the nursing program.

3. Discussion of proposed course:

3.1 Course objectives:

- Function within the ANA Scope and Standards of Practice, Code of Ethics, licensing laws and established policies and procedures.
- Apply the nursing process in providing nursing care to promote and maintain health for selected populations within their environment.
- Analyze critical thinking skills in providing nursing care.
- Utilize therapeutic communication with clients.
- Adapt nursing care in consideration of clients' values and culture.
- Utilize caring behaviors and therapeutic nursing interventions to assist clients to achieve an optimal level of functioning.
- Utilize organization and priority-setting skills to effectively manage multiple clients.
- Seek appropriate resources when encountering situations beyond knowledge and experience.
- Demonstrate accountability for nursing care given by self and/or delegated to others.
- Collaborate with other healthcare providers to coordinate care.
- Develop and implement teaching plan specific to developmental level, knowledge, and learning needs of selected populations.

3.2 Content outline: N/A

3.3 Student expectations and requirements: NUR 257C is a pass/fail course. Grades will be determined by RN preceptor and faculty evaluation of student performance in the clinical area. Students must also achieve a satisfactory evaluation in NUR 255C and NUR 256C. If a student is unsuccessful in either NUR 255C, NUR 256C or NUR 257C, all three courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials: None

4. Resources:

4.1 Library resources: None needed.

4.2 Computer resources: None needed.

5. Budget implications:

5.1 Proposed method of staffing: The course will be taught utilizing existing faculty.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Health Sciences Division:

September 18, 2009

BGCC Curriculum Committee

October 5, 2009

Undergraduate Curriculum Committee

October 22, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 26 August 2009

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

Contact Person: Ron Mitchell, ron.mitchell@wku.edu, 780-2535

- 1. Identification of program:**
 - 1.1 Current program reference number: 288
 - 1.2 Current program title: Business
 - 1.3 Credit hours: 60
- 2. Identification of the proposed program changes: Substitute two upper level classes for existing classes BUS 250C Business Entrepreneurship and BUS 270C Labor Relations Management in only the Business Management Preparation Concentration.**
- 3. Detailed program description:**

Concentration Courses	18	Concentration Courses	18
BUS 214C Business Communication	3	BUS 214C Business Communication	3
BUS 250C Business Entrepreneurship	3	ENT 312 Entrepreneurship	3
BUS 257C Management of HR	3	BUS 257C Management of HR	3
BUS 270C Labor Relations Management	3	MGT 416 Management of Labor Relations	3
ECO 206C Statistics	3	ECO 206C Statistics	3
MGMT 200C Legal Environ of Business	3	MGMT 200C Legal Environ of Business	3
Business Core	24	Business Core	24
ACC 200C Intro Accounting- Financial	3	ACC 200C Intro Accounting- Financial	3
ACC 201C Intro Accounting-Managerial	3	ACC 201C Intro Accounting-Managerial	3
BUS 160C Personal Finance	3	BUS 160C Personal Finance	3
CSCI 145C Introduction to Computing	3	CSCI 145C Introduction to Computing	3
BUS 100C Introduction to Business	3	BUS 100C Introduction to Business	3
BUS 210C Organization and Management	3	BUS 210C Organization and Management	3
BUS 212C Principles of Marketing	3	BUS 212C Principles of Marketing	3
BUS 253C Business Seminar	3	BUS 253C Business Seminar	3

Other Requirements	18	Other Requirements	18
Category A		Category A	
ENGL 100C Freshman English	3	ENGL 100C Freshman English	3
COMN 161C BUS & Professional Speaking	3	COMN 161C BUS & Professional Speaking	3
Category B		Category B	
Elective	3	Elective	3
Category C		Category C	
ECO 202C Principles of Microeconomics	3	ECO 202C Principles of Microeconomics	3
ECO 203C Principles of Macroeconomics	3	ECO 203C Principles of Macroeconomics	3
Category D		Category D	
MATH 116C College Algebra	3	MATH 116C College Algebra	3

4. **Rationale for the proposed program change: The changes will allow students pursuing the Business Management Preparation Concentration to have a near seamless transition from the Associates Degree in Business to the Bachelors Degree at Western Kentucky University.**

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

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

Business Division:	8/26/2009
Community College Curriculum Committee	October 5, 2009
University Curriculum Committee	October 22, 2009
University Senate	

Attachment: Program Inventory Form

Proposal Date: 26 August 2009

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

Contact Person: Ron Mitchell, ron.mitchell@wku.edu, 780-2535

- 1. Identification of program:**
 - 1.1 Current program reference number: 1703
 - 1.2 Current program title: Human Resources Certificate
 - 1.3 Credit hours: 20
- 2. Identification of the proposed program changes: Add a two-credit hour class on Employment Benefits Programs to fit the needs of the students and local organizations. Increase the total hours for the Certificate from 20 to 22 credit hours.**
- 3. Detailed program description:**

Current Program		Proposed Program	
BUS 102C Intro to Ethical Issues in Bus	3	BUS 102C Intro to Ethical Issues in Bus	3
BUS 210C Organization and Management or		BUS 210C Organization and Management or	
BUS 248C Supervisory Management	3	BUS 248C Supervisory Management	3
		BUS 249C Employment Benefits Programs	2
BUS 244 C Intro to HR Information Systems	2	BUS 244 C Intro to HR Information Systems	2
BUS 245C Intro to Managing Diversity	3	BUS 245C Intro to Managing Diversity	3
BUS 257C Management of HR	3	BUS 257C Management of HR	3
BUS 270C Labor Relations Management	3	BUS 270C Labor Relations Management	3
MGMT 200C Legal Environment of Bus	3	MGMT 200C Legal Environment of Bus	3
Total Credit Hours:	20	Total Credit Hours:	22

- 4. Rationale for the proposed program change: The addition of a benefits class will enhance students understanding of the role of Human Resources and benefits available to an organization's employees. This change will allow our program to**

better meet the needs of local organizations.
5. Proposed term for implementation and special provisions: (Fall 2010)

6. Dates of prior committee approvals:

Business Division:	8/26/2009
Community College Curriculum Committee	10/05/2009
University Curriculum Committee	10/22/2009
University Senate	

Attachment: Program Inventory Form

Proposal Date: 4/15/09

**Bowling Green Community College
Business Division
Proposal to Revise a Program
(Action Item)**

Contact Persons: George Kontos, 780-2588, george.kontos@wku.edu
Aaron Peters, 780-2545, aaron.peters@wku.edu

1. Identification of program:

- 1.1 Current program reference number: 223
- 1.2 Current program title: Information Systems
- 1.3 Credit hours: 60 hours

2. Identification of the proposed program changes:

Reduce credit hours from 64 to 60 hours and insert existing courses ACC 200C, CSCI 145C, INS 275C, and a Category C elective into the Information Systems Program.

3. Detailed program description:

Current Program	39 hours	Proposed Program	42 hours
BUS 110C	3	ACC 200C	3
BUS 180C	3	CSCI 145C	3
BUS 248C	3	BUS 248C	3
INS 181C	3	INS 181C	3
INS 182C	3	INS 182C	3
INS 270C	3	INS 270C	3
INS 272C	3	INS 272C	3
		INS 275C	3
INS 281C	3	INS 281C	3
INS 285C	3	INS 285C	3
INS 288C	3	INS 288C	3
INS 290C	3	INS 290C	3
Business Elective	6	Business Elective	6
Other Requirements	25 hours	Other Requirements	18 hours
ENGL 100C	3	ENGL 100C	3
COMN 161C or COMN 145C	3	COMN 161C or COMN 145C	3
Category B	3	Category B Elective	3
ECO 150C	3	ECO 150C	3
		Category C Elective	3

MATH 116C	3	MATH 116C	3
Elective any category	6		
Electives	4		
TOTAL	64 hours	TOTAL	60 hours

4. Rationale for the proposed program change:

Necessary to reflect other changes in Business Division and to be similar to other programs within the division

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

6. Dates of prior committee approvals:

Business Division: 9/30/09

BGCC Curriculum Committee October 5, 2009

Undergraduate Curriculum Committee October 22, 2009

University Senate _____

Attachment: Program Inventory Form

Proposal Date: September 8, 2009

**Bowling Green Community College
Health Sciences Division
Proposal to Revise a Program
Action Item**

Contact Person: Melanie Duke, melanie.duke@wku.edu, 780-2546

1. Identification of program:

- 1.1 Current program reference number: 273
- 1.2 Current program title: Associate of Science in Nursing
- 1.3 Credit hours: 72 credit hours

2. Identification of the proposed program changes:

- Revision of program from 72 credit hours to a minimum of 67 credit hours.
- Separation of current courses into two distinct clinical and didactic courses: NUR 100C into NUR 105C and NUR 106C; NUR 110C into NUR 165C and NUR 166C; NUR 111C into NUR 215C and NUR 216C; NUR 112C into NUR 155C and NUR 156C; NUR 201C into NUR 205C and NUR 206C; NUR 250C into NUR 255C, NUR 256C and NUR 257C.
- Proposal of new course: NUR 104C to be taught in the first semester.
- Proposal of new course: NUR 254C to be taught in the last semester.
- Delete as nursing program prerequisites, CFS 111/CFSC 111C and MATH 109/MA 109C OR MATH 116/MA 116C.
- Delete NUR 230C.
- Change BIOL 131/BIO 131C from required nursing program prerequisite to first semester pre or co-requisite.
- Change ENG 100/ENGL 100C from second semester pre or co-requisite to third semester pre or co-requisite.
- Change BIOL 207/BIO 207C from second semester pre or co-requisite to third semester pre or co-requisite.
- Change BIOL 208/BIO 208C from second semester pre or co-requisite to fourth semester pre or co-requisite.
- Change SOCL 100/SOC 100C from third semester pre or co-requisite to fourth semester pre or co-requisite.
- Change Mental Health Nursing from the first semester to the second semester, NUR 165C and NUR 166C.
- Change Maternal Newborn Nursing from the second semester to the third semester, NUR 215C and NUR 216C.
- Change CHEM 109/CHM 109C from first semester pre or co-requisite to the second semester pre or co-requisite.
- Increase total nursing hours from 42 to 43: Increase Fundamentals of Nursing from 6 hrs to 8 hrs; Increase Medical Surgical Nursing I from 5 hrs to 9 hrs; Decrease Medical Surgical Nursing II from 10 hrs to 8 hrs; Decrease Medical Surgical Nursing

III from 11 hrs to 7 hrs.

- Require students to successfully complete required science courses within five years of admission to the nursing program or pass a challenge exam.

3. Detailed program description:

Current Program	Proposed Program
<p>PROGRAM DESCRIPTION (page 137 of WKU Undergraduate Catalog 2009/2010)</p> <p>...(NLNAC), 61 Broadway 33rd floor, New York, NY 10006, 1.800.669.1656 ext 153, www.nlnac.org...</p> <p>ADMISSION INFORMATION</p> <p>...Application deadlines are February 1 for admission into the fall and September 1 for admission into the spring semester...</p> <p>...The Associate Degree in Nursing Program consists of course work in nursing, supportive courses and general education. The program requires a minimum of 72 hours including 42 semester hours in Nursing plus 30 hours in general education courses which include BIO 131C, BIO 207C, BIO 208C, CHM 109C, MA 109C, or Ma 116C, PSYC 199C, ENGL 100C, SOC 100C, CFSC 111C and one 3 hour Category B – Humanities course...</p> <p>Persons desiring to enter the Associate Degree in Nursing Program must fulfill the following requirements:</p> <ol style="list-style-type: none"> 1. Applications must be completed for admission to Bowling Green Community College of Western Kentucky University and the Associate Degree Nursing Program. (Applications must be obtained from the Bowling Green Community College and the Associate Degree Nursing Program.) 2. Applicants must be accepted by Bowling Green Community College before enrolling in 	<p>PROGRAM DESCRIPTION</p> <p>...(NLNAC), 3343 Peachtree Road NE, Suite 500 Atlanta, GA 30326, 404.975.5000, www.nlnac.org...</p> <p>ADMISSION INFORMATION</p> <p>...Application deadlines are January 15 for admission into the fall and July 15 for admission into the spring semester...</p> <p>...The Associate Degree in Nursing Program consists of course work in nursing, supportive courses and general education. The program requires a minimum of 67 hours including 43 semester hours in nursing plus 24 hours in general education courses which include BIOL131/ BIO 131C, BIOL 207/BIO 207C, BIOL 208/BIO 208C, CHEM 109/CHM 109C, PSY 199/PSYC 199C, ENG 100/ENGL 100C, SOCL 100/SOC 100C and one 3 hour Category B – Humanities course...</p> <p>Persons desiring to enter the Associate Degree Nursing Program must fulfill the following requirements:</p> <ol style="list-style-type: none"> 1. Complete applications for admission to both Bowling Green Community College of WKU and the Associate Degree Nursing (ADN) Program. 2. Applicants must be admitted to Bowling Green Community College before enrolling in nursing courses. 3. ADN Program application must be received by January 15 for fall semester admission and

<p>Nursing courses.</p> <ol style="list-style-type: none"> 3. Nursing Program application must be received by February 1 for fall semester and September 1 for spring admission. 4. The applicant must take a required admission assessment in order to be considered for admission. The following courses must be completed or in progress in order to be considered for admission: BIO 131, MA 109C or MA 116C and CFS 111C. 5. The applicant must have 10 or more earned university credits and must have a cumulative grade point average of 2.75 in order to be considered for admission. 6. The applicant with 10 or less earned university credits must submit ACT examination results with application. Consideration for admission cannot be given until these scores are available in the department. 7. Grade point average for the applicant with an earned bachelor's degree or higher will be calculated using only the nursing program's required non-nursing courses. The program's required science courses must have been taken within the last 5 years. 8. The applicant may be asked to participate in an admission interview. 	<p>July 15 for spring admission.</p> <ol style="list-style-type: none"> 4. The applicant must take a required admission assessment test in order to be considered for admission. 5. The applicant must have 10 or more earned university credits and must have a cumulative grade point average of 2.75 in order to be considered for admission. 6. The applicant with 10 or less earned university credits must submit ACT examination results with application. Consideration for admission cannot be given until these scores are available in the department. 7. The ADN Program's required science courses must have been taken within 5 years of admission or student must successfully pass a challenge exam for each required science course. 8. Grade point average for the applicant with an earned bachelor's degree or higher will be calculated using only the nursing program's required non-nursing courses. 9. The applicant may be asked to participate in an admission interview.
<p>PROMOTION AND RETENTION POLICIES</p> <ol style="list-style-type: none"> 1. Students must achieve a grade of at least a "C" in each required nursing course. They must have an overall grade point average of 2.0 in nursing, in addition to an <u>overall grade point average of 2.0 in order to progress to the next nursing course or qualify for graduation.</u> Any applicant accepted into Nursing 100 or Nursing 110 who has university credit hours must have a grade point average of 2.75 or better in order to enter this course, and a 2.0 to 	<p>PROMOTION AND RETENTION POLICIES</p> <ol style="list-style-type: none"> 1. Students must achieve a grade of at least a "C" in each required nursing course. They must have an overall grade point average of 2.0 in nursing, in addition to an <u>overall grade point average of 2.0 in order to progress to the next nursing course or qualify for graduation.</u> Any applicant accepted into Nursing 100C or Nursing 110C who has university credit hours must maintain a GPA of 2.75 or better in order to enter this course.

<p>continue progression.</p> <ol style="list-style-type: none"> 2. A student who does not achieve a grade of "C" or higher in a nursing course <u>must repeat</u> the course before taking the next course in the Nursing sequence. <u>A student who fails a nursing course must write a letter to the program's Academic Standards Committee requesting readmission.</u> The Academic Standards Committee will give consideration for a student to repeat a clinical nursing course will be given on an individual basis. The student must have a <u>minimum grade point average of 2.0 excluding the nursing course which is to be repeated.</u> A second failure in a required nursing course or the failure of a subsequent nursing course will result in dismissal from the Associate Degree Nursing Program. 3. The student must follow the required curriculum. Any exceptions must be approved by the Academic Standards Committee if for some reason a student is unable to follow the required curriculum. 4. The student must achieve a grade of "C" or higher in BIO 131C, BIO 207C, BIO 208C and CHM 109C in order to progress to the next nursing course. Required science courses must have been completed within 5 years of admission to the Associate Degree Nursing Program. 5. A student who wishes to continue in the Nursing Program after having withdrawn for one or more semesters must apply for readmission to the Academic Standards Committee. 	<ol style="list-style-type: none"> 2. A student who does not achieve a grade of "C" or higher in a nursing course <u>must repeat</u> the course before taking the next course in the nursing sequence. <u>A student who fails a nursing course must write a letter to the Academic Standards Committee requesting readmission.</u> Consideration for a student to repeat a clinical nursing course will be given on an individual basis by the Academic Standards Committee and dependent upon available resources. The student must have a <u>minimum GPA of 2.0 excluding the nursing course which is to be repeated.</u> A second failure in a required nursing course or the failure of a subsequent nursing course will result in dismissal from the Associate Degree Nursing Program. 3. The student must follow the required curriculum. Any exceptions must be approved by the Academic Standards Committee if for some reason a student is unable to follow the required curriculum. 4. The student must achieve a grade of "C" or higher in Biology 131, Human Anatomy and Physiology; Chemistry 109, Chemistry for the Health Sciences; and Biology 207 and 208, Microbiology and lab in order to progress to the next nursing course. Required science courses must have been completed within 5 years of admission to the Associate Degree Nursing Program. 5. A student who wishes to continue in the Associate Degree Nursing Program after having withdrawn must submit a written request for readmission to the Academic Standards Committee. Readmission to the nursing program will be dependent upon resources available and time since initial admission. If a student withdraws from a nursing course with a clinical component, the student must also withdraw from the clinical co-requisite
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6. The student will have a maximum of 3 years from admission to graduation to complete the program.	<p>nursing course. If the student withdrawal occurs during the first semester of the nursing program, the student must reapply for admission to the Associate Degree Nursing Program.</p> <p>6. The students will have a maximum of 3 years from admission to graduation to complete the Associate Degree Nursing Program.</p> <p>7. If a student has health problems that in the opinion of the nursing faculty negatively influence his/her progress in the Associate Degree Nursing Program, the faculty may require certification by a medical doctor (approved by the nursing faculty) as to the person's fitness to continue in nursing.</p>
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Current Program

			Cr Hr	Semester currently taken
BIOL/BIO	131	Anatomy and Physiology	4	Prereq
MA	109C Or 116C	General Mathematics Or College Algebra	3	Prereq
CFS	111C	Human Nutrition	3	Prereq

Proposed Program

			Cr Hr	Semester To be taken
BIO	131C	Anatomy and Physiology	4	1

NUR	100C	Fundamentals of Nursing	6	1
CHM	109C	Chemistry for Health Science	4	1
PSYC	199C	Developmental	3	1

NUR	104C	Calculations for Nursing	1	1
NUR	105C	Fundamentals of Nursing	6.5	1
NUR	106C	Fundamentals of Nursing Clinical	1.5	1
CHM	109C	Chemistry for Health Science	4	2
PSYC	199C	Developmental	3	1

		Psychology		
NUR	110C	Mental Health Nursing	4	1

		Psychology		
NUR	165C	Mental Health Nursing	2.5	2
NUR	166C	Mental Health Nursing Clinical	1.5	2

NUR	111C	Maternal-Newborn Nursing	4	2
NUR	112C	Medical/Surgical Nursing I	5	2
ENGL	100C	Freshman Composition	3	2
BIO	207C	Microbiology	3	2
BIO	208C	Microbiology Lab	1	2

NUR	215C	Maternal Newborn Nursing	2.5	3
NUR	216C	Maternal Newborn Nursing Clinical	1.5	3
NUR	155C	Medical Surgical Nursing I	5.5	2
NUR	156C	Medical Surgical Nursing Clinical I	3.5	2
ENGL	100C	Freshman Composition	3	3
BIO	207C	Microbiology	3	3
BIO	208C	Microbiology Lab	1	4

NUR	201C	Medical/Surgical Nursing II	10	3
SOC	100C	Sociology	3	3
NUR	230C	Roles and Responsibilities	2	3

NUR	208C	Medical Surgical Nursing II	5	3
NUR	209C	Medical Surgical Nursing Clinical II	3	3
SOC	100C	Sociology	3	4

NUR	250C	Medical/Surgical Nursing III	1 1	4
Category B Humanities		Elective	3	4

NUR	254C	Pediatric Nursing	2	4
NUR	255C	Medical Surgical Nursing III	3	4
NUR	256C	Nursing Seminar	1	4
NUR	257C	Nursing Practicum	3	4
Category B Humanities		Elective	3	4

Total Credits	72
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Total Credits	67
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4. Rationale for the proposed program change:

- The program was revised from 72 credit hours to 67 credit hours. The CPE has requested that all Kentucky public universities consider establishing 60 credit hours

as the minimum requirement for an associate degree. The Associate Degree Nursing (ADN) program believes that the proposed 67 hours is the minimum number of hours without sacrificing the quality of the associate degree and the qualifications for the graduates to successfully complete the required licensure exam.

- Separating the didactic and clinical components of nursing courses more accurately reflects student course load and faculty teaching load.
- NUR 104C in the first semester provides the foundation for dosage calculations utilized throughout the program.
- Placement of NUR 254C in the last semester provides the students the opportunity to assimilate previous medical surgical nursing knowledge as they learn to care for the unique components of the pediatric population.
- Deletion of prerequisites: Deletion of MATH 109/MA 109C or MATH 116/MA 116C occurred due to the creation of NUR 104C in the first semester providing the foundation for dosage calculations utilized throughout the program. The program's required science courses meet the Category D general education requirements.
- Deletion of prerequisites: Deletion of CFS 111/CFSC 111C occurred due to each nursing course including the nutritional concepts needed for that course's particular content as identified on the licensure exam's test plan. Category F is not a general education requirement for an associate degree.
- Deletion of NUR 230C: Professional nursing issues covered in NUR 230C class have been redistributed throughout the program.
- With the removal of prerequisite courses, general education courses were incorporated ensuring arrangement within the curriculum that facilitates the utilization of knowledge as the student develops in the practice of nursing.
- Moving SOCL 100/SOC 100C to the fourth semester does not impact student requirements since sociology can be taken anytime during the program.
- Having completed Fundamentals of Nursing, students will have the nursing foundation necessary to enter the specialty nursing area of Mental Health Nursing which is being moved to the second semester (NUR 165C, 166C). This change will also allow for a more thorough mental health clinical experience.
- Relocation of Maternal Newborn Nursing to the third semester (NUR 215C, 216C) will allow student obtainment of knowledge related to medical-surgical concepts pertinent to maternal newborn nursing prior to working with this unique population.
- The overall nursing hours increased by one credit hour. Fundamentals of Nursing NUR 105 and NUR 106 increased from 6 to 8 total hours. This class is core to the entire program and there was not enough time allotted to cover the necessary content. The increase will more accurately reflect the content being taught. The three Medical Surgical Nursing courses were unbalanced leaving a heavier content load to the end of the program when the students were being required to complete their practicum hours. The shift across these three courses simply makes the courses more equitable in hour and content load for the last three semesters.
- Admission application deadlines were changed to coincide with the recently revised application deadlines for the WKU BSN Program. The revised deadlines will allow the admissions committee time to thoroughly process applications and conduct applicant interviews so that admission decisions can be made prior to early student registration.

- Required science courses are critical support courses for student success in nursing. Students who have had these classes a significant period of time prior to admission to the nursing program tend to have difficulty incorporating the required prior knowledge into their nursing courses. Requiring students to either retake the course or demonstrate their current ability in this course will help ensure student success in nursing. Requiring all sciences to be completed within a given time frame is a common practice for nursing programs.

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

Associate Degree Nursing Program	September 11, 2009
Health Sciences Division	October 5, 2009
BGCC Curriculum Committee	_____
Undergraduate Curriculum Committee	October 22, 2009
University Senate	_____

Attachment: Program Inventory Form

**Bowling Green Community College
Business Division
Proposal to Create a New Certificate Program
(Action Item)**

Contact Persons: George Kontos, 780-2588, george.kontos@wku.edu
Aaron Peters, 780-2545, aaron.peters@wku.edu

1. Identification of program:

- 1.1 Program title: Computer Literacy
- 1.2 Required hours in program: 9
- 1.3 Special information:
- 1.4 Catalog description:

Computer Literacy Certificate 9 hours

This certificate provides the necessary skills for software use and the Internet. Students will gain the knowledge and skills that will help them become confident computer users. The emphasis will be on the practical application of computers. There will be 3 courses leading to the certificate in this order:

CSCI 145C Introduction to Computing 3 hours

INS 285C Advanced Applications of Software 3 hours

OST 220C Word Processing or
INS 270C Electronic Spreadsheets or
INS 272C Database Management or
INS 275C Web & Media Design 3 hours

No prerequisites required.

2. Objectives of the proposed certificate program:

This certificate is intended to provide students with superior and practical computer skills.

Students will:

Gain enough computer skills to succeed in college.
Become better prepared to achieve gainful employment in a computer-related field.

Become better prepared to find employment in any field.
Become better prepared to take and pass other certification exams (A+, IC³, etc.)

As a result of obtaining this certificate, students will be able to:

- Explain computer hardware
- Explain computer software
- Install software
- Use an operating system
- Use common program functions of Windows
- Perform common word processing functions
- Perform common spreadsheet functions
- Perform common presentation functions
- Perform common data base functions
- Use networks and the Internet
- Use electronic mail
- Use the Internet
- Plan and develop Web pages and Web sites
- Explain the impact that computers and the Internet have on society
- Use selected social networking tools responsibly and efficiently

3. Rationale:

3.7 Reason for developing the proposed certificate program:

Such certificate does not currently exist at BGCC and WKU. The certificate can help students gain a working knowledge of computers and the Internet. It can help them succeed in obtaining an Associate degree in Information Systems (223) at BGCC or a Baccalaureate Degree in Computer Science (629) and/or Computer Information Systems (347, 507) at WKU. It can also help them obtain other popular and established certifications such as the CompTIA's A+ certification, the Internet and Computing Core Certification (IC³), and the Microsoft Office Specialist certification.

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

No department (BGCC's Business Division) certificate programs are directly related to the proposed Computer Literacy certificate program, although the (also proposed) Legal Technology certificate is also technology-based. The proposed Computer Literacy certificate is related to the Information Systems (223) Associate Degree program because it also emphasizes computer skills. However, it is different than these because it is much more practical and it is a lot faster to complete.

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

There are no computer literacy certificates at BGCC or WKU. Two-year and four-year degree programs that relate to the proposed Computer Literacy certificate are Information Systems (223), Computer Science (629), and Computer Information Systems (347, 507). However, these programs are a lot more rigorous, much less practical, and take years to complete. This certificate, in just 9 credit hours, offers very practical knowledge and skills of computers and employment and can lead to employment upon completion as receptionists and information clerks (US trends +17%, KY trends +14%) and office clerks (US trends +13%, KY trends +3%) [Source: <http://online.onetcenter.org/find/>]

- 3.10 Projected enrollment in the proposed certificate program:
Initially less than 20, then it will most likely grow and will certainly attract students from outside the department.

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

In Kentucky –

University of Louisville: Offers at least two computer-related certificates but not a computer literacy certificate. It also offers Bachelor of Arts degrees in Computer Science and in Computer Information Systems.

University of Kentucky: Offers a Bachelor in Decision Science and Information Systems but no computer literacy certificate.

Other Kentucky Universities/Colleges (Moorehead, Eastern, etc.): Offer two or four year computer degrees.

In other states –

Most major universities and some colleges in the United States offer similar computer degrees and programs. Cardinal Strich University in Milwaukee is one example of colleges and universities in the country that also offer computer literacy certificate programs.

A computer Literacy certificate can help individuals in the area to obtain jobs as receptionists, information clerks, and office clerks which are in great demand and will continue to grow as the US/KY trends show (see item 3.3 above).

- 3.12 Relationship of the proposed certificate program to the university mission and objectives:

A computer literacy certificate will increase student learning by offering more opportunities to students to enhance their technology skills. It can also open opportunities for students to work and collaborate with other like professionals and perhaps expand their horizons by visiting other countries where computer-related certificate graduates are in demand. In a way, this may help project the image of WKU as being a leading American university with international reach.

4. Curriculum:

The curriculum consists of three 3-hour credit courses that are currently used in the department (Business Division). No new courses are required. Following is a list of the three courses (the 3rd one is a choice of one out of the four listed below), including course titles and credit hours for each course.

CSCI 145C Introduction to Computing	3 hours
INS 285C Advanced Applications of Software	3 hours
OST 220C Word Processing	or
INS 270C Electronic Spreadsheets	or
INS 272C Database Management	or
INS 275C Web & Media Design	3 hours
Total: 9 hours	

5. Budget implications:

None. The three courses in this certificate are existing courses which will be taught by existing faculty.

6. Proposed term for implementation:

Fall 2010

7. Dates of prior committee approvals:

Business Division:	September 25, 2009
Community College Curriculum Committee	October 5, 2009
UCC	October 22, 2009
University Senate	

Attachment: Program Inventory Form