

***UNDERGRADUATE CURRICULUM COMMITTEE
WESTERN KENTUCKY UNIVERSITY***

REPORT TO THE SENATE:

DATE: 16 April 2009
FROM: Beth Plummer, Chair

The University Curriculum Committee submits the following items from the 26 March 2009 meeting for approval by the University Senate:

Information Item Report:

1. Create a Temporary Course: MATH 127 Applied Geometry
2. Create a Temporary Course: AMS 485 Flintlock Pistol Making
3. Create a Temporary Course: COMM 200 Introduction to Communication
4. Create a Temporary Course: COMM 451 Computer-Mediated Communication
5. Create a Temporary Course: PHIL 101 Enduring Questions: Truth and Relativism
6. Create a Temporary Course: PHIL 102 Enduring Questions: The Good and the Beautiful
7. Create a Temporary Course: PHIL 103 Enduring Questions: The Committed Life
8. Create a Temporary Course: SOCL 334 Security and Crime Investigations
9. Create a Temporary Course: SOCL 353 Sociology of Modern Japan
10. Proposal to Change Course Prefix: Management
11. Delete a Course: BE 101 Keyboard/Typewriting
12. Delete a Course: BE 226 Introduction to Law
13. Delete a Course: MGE 474 Teaching/Foreign Language
14. Delete a Course: SEC 470 Teaching Vocational Agriculture
15. Delete a Course: SEC 471 Organization/Plan Agriculture Education
16. Delete a Course: SEC 476 Teaching Library Science
17. Delete a Course: SEC 480 Teaching Shorthand/Office Practice
18. Delete a Course: SEC 482 Teaching Speech
19. Delete a Course: SEC 484 Methods/Materials English 2nd Language
20. Delete a Course: SEC 487 Methods/Materials Vocational Agriculture
21. Delete a Course: SEC 488 Young Farmer/Adult Education/Agriculture
22. Suspend a Course: BE 220 Word Processing
23. Revise Course Prerequisites/Corequisites: CS 240 Computer Science I
24. Revise Course Prerequisites/Corequisites: CS 241 Computer Science II
25. Reactivate Course: COMM 474 Gender Communication
26. Reactivate Suspended Course: PHIL 305 Aesthetics
27. Revise Course Title: MGT 411
28. Revise Course Title: GERO 100 Introduction to Gerontology

Consent Agenda Report:

UCC Academic Policy Subcommittee

1. Proposal to Revise the Withdrawal Policy
2. Proposal for an Exception to an Academic Policy

Ogden College of Science and Engineering

1. Create a New Course: BIOL 477, Create a New Course: MATH 127 Applied Geometry
3. Create a New Major Program: Middle School Science Education

Gordon Ford College of Business

1. Create a New Course – MGT 383 Human Resource Information Systems
2. Create a New Course – MGT 495 Strategic Human Resources Management
3. Revise A Program – Management—HR Concentration (Ref. # 723)
4. Create a New Major Program: International Business

College of Education and Behavior Sciences

1. Revise a Policy: Student Teaching
2. Make Multiple Revisions to a Course: ELED 490, Student Teaching
3. Make Multiple Revisions to a Course: MGE 490, Student Teaching
4. Make Multiple Revisions to a Course: SEC 490, Student Teaching
5. Make Multiple Revisions to a Course: EXED 490, Student Teaching
6. Make Multiple Revisions to a Course: IECE 490, Student Teaching
7. Revise a Program: Business and Marketing Education (Ref. # 621)
8. Revise a Program: Middle Grades Education (Ref. #579)

Potter College of Arts and Letters

1. Multiple Revisions: FREN 450 Topics in Francophone Cinema
2. Create Course: PHIL 101 Enduring Questions: Truth and Relativism
3. Create Course: PHIL 102 Enduring Questions: The Good and the Beautiful
4. Create Course : PHIL 103 Enduring Questions: The Committed Life
5. Create Course: SOCL 353 Sociology of Modern Japan
6. Create Course: THEA 230 Stage Combat I: Unarmed
7. Create Course: THEA 330 Stage Combat II: Rapier
8. Create Program (Minor): Southern Studies
9. Create Program (Minor): Legal Studies

University College

1. Proposal to Create New Course: HON 250 Honors Practicum
2. Proposal to Create New Course: HON 275 Honors Internship I
3. Proposal to Create New Course: HON 350 Honors Practicum II
4. Proposal to Create New Course: HON 375 Honors Internship II
5. Proposal to Create New Course: HON 490 Special Topics
6. Proposal to Create New Course: ICSR 301 Seminar in Social Responsibility
7. Proposal to Create New Course: UE 176 Special Topics
8. Proposal to Revise a Program: Interdisciplinary Studies (Ref. # 558)
9. Proposal to Revise an Academic Policy: Honors College GPA Requirement for Graduation

College of Health and Human Services

1. Proposal to Create a New Course: EXS 313 Motor Learning and Control

2. Proposal to Create a New Course: NURS 324 Pathophysiology for Nursing
3. Proposal to Create a New Course: NURS 329 Concepts in Pharmacology I
4. Proposal to Create a New Course: NURS 333 Fundamentals of Nursing
5. Proposal to Create a New Course: NURS 334 Clinical: Fundamentals of Nursing
6. Proposal to Create a New Course: NURS 335 Health Assessment
7. Proposal to Create a New Course: NURS 336 Health Assessment Lab
8. Proposal to Create a New Course: NURS 337 Health Promotion Across the Lifespan
9. Proposal to Create a New Course: NURS 338 Transcultural Nursing
10. Proposal to Create a New Course: NURS 341 Medical Surgical Nursing I
11. Proposal to Create a New Course: NURS 342 Clinical: Medical Surgical Nursing I
12. Proposal to Create a New Course: NURS 343 Mental Health Nursing
13. Proposal to Create a New Course: NURS 344 Clinical: Mental Health Nursing
14. Proposal to Create a New Course: NURS 403 Nursing Leadership, Management, and Professional Issues
15. Proposal to Create a New Course: NURS 413 Nursing Research and EBP
16. Proposal to Create a New Course: NURS 429 Concepts in Pharmacology II
17. Proposal to Create a New Course: NURS 432 Medical-Surgical Nursing II
18. Proposal to Create a New Course: NURS 433 Clinical: Medical-Surgical Nursing II
19. Proposal to Create a New Course: NURS 444 Maternal Child Nursing
20. Proposal to Create a New Course: NURS 445 Clinical: Maternal Child Nursing
21. Proposal to Create a New Course: NURS 448 Community Health Nursing
22. Proposal to Create a New Course: NURS 449 Clinical: Community Health Nursing
23. Proposal to Create a New Course: REC 439 Challenge Course Facilitation
24. Proposal to Create a New Course: GERO 485 Seminar in Gerontology
25. Proposal to Create a New Course: GERO 490 Independent Study in Gerontology
26. Proposal to Create a New Course: GERO 495 Topics in Gerontology
27. Proposal to Revise a Program: Gerontology Minor (Ref. #481)
28. Proposal to Revise a Program: Outdoor Leadership (Ref. #426)
29. Proposal to Revise a Program: Recreation Administration (Ref. # 589)
30. Proposal to Revise a Program: Exercise Science (Ref. #554)
31. Proposal to Revise a Program: Nursing (Ref. # 586)
32. Proposal to Revise a Program: Nursing-PORT RN Program (Ref. #596)
33. Proposal to Revise a Program: Dental Hygiene (Ref. # 524)
34. Proposal to Create a New Academic Degree Type: Bachelor of Social Work

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

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

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: Math 127
- 1.2 Course title: Applied Geometry
- 1.3 Abbreviated course title: Applied Geometry
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites: MATH 116/116E with grade of C or better, or Math ACT and MPE scores that qualify student for Math 117
- 1.7 Course description: Euclidean geometry with historical applications in art and architecture, including tilings, fractals, circular and spiral designs, celestial themes, special topics in linear algebra, and the origins of perspective.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis:
MATH 127 is being developed in response to a request from the Architectural and Manufacturing Sciences Department for a course that would reinforce topics in geometry that have applications in architectural science and construction management. However, to accommodate registration for the fall 2009 semester, there is insufficient time to complete the new course approval process.
- 2.2 Relationship of the proposed course to courses offered in other academic units:
No other department in the university offers such a course in geometry, but other departments, such as Art or Design, Merchandising and Textiles, might be interested in recommending MATH 127 to their students.
- 2.3 Relationship of the proposed course to courses offered in other institutions
Similar courses have been taught throughout the world. For instance: Math 5, Geometry of Art and Architecture, at Dartmouth College; GEK1518, Mathematics in Art and Architecture, at the National University of Singapore, and Art Architecture and Mathematics, at Leeds University.

3. Description of proposed course

- 3.1 Course content outline:
 - Ratio, proportion, and music
 - Elementary linear algebra
 - Golden Ratio and Fibonacci Numbers
 - Triangles
 - Quadrilaterals and polygons
 - The circle and its use in architecture

- Ellipses and spirals
- Solids and the use of polyhedra in art
- The sphere and celestial themes
- Origins of perspective
- fractals

3.2 Tentative text(s):

Calter, P., *Squaring the Circle: Geometry in Art and Architecture*, Key College Publishing, 2008, ISBN 1-930190-82-4 or similar text:

4. Term of Implementation: 200930

5. Dates of review/approvals:

Department of Mathematics & Computer Science	<u>2/27/2009</u>
Ogden College Curriculum Committee	March 5, 2009
OCSE Dean	March 3, 2009
UCC Chair	March 16, 2009
Provost	March 18, 2009

Attachment: Course Inventory Form

**Ogden College of Engineering and Sciences
Department of Architectural and Manufacturing Sciences
Proposal to Create a Temporary Course**

Contact Person: Howard Terry Leeper, terry.leeper@wku.edu, 745-5954

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: AMS 485
- 1.2 Course title: Flintlock Pistol Making
- 1.3 Abbreviated course title: Flintlock Pistol Making
- 1.4 Credit hours: 4
- 1.5 Schedule type: C Lecture/Lab
- 1.6 Prerequisites: AMS 103 Wood Technology or Consent of Instructor
- 1.7 Course description: Design and production of a 1750s flintlock pistol using traditional methods of construction: lock making, casting, carving, engraving and stock finishing.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: This course is being created to accommodate registration for fall 2009 and there is insufficient time to complete the new course approval process.
- 2.2 Relationship of the proposed course to courses offered in other academic units: There are no other classes offered on campus that exposes students to the art and craft of pistol making in the 18th century using tools and processes of the period.
- 2.3

3. Description of proposed course

- 3.1 Course content outline:
 - Stock layout, design and shaping
 - Lock design and assembly
 - Fabricating pistol furniture: sideplate, thimbles, muzzle cap, trigger guard, trigger, and butt plate
 - Inletting pistol components
 - Stock carving
 - Period finish techniques for wood and metal parts
 - Loading, firing and safety of period arms

Note: Pistols fabricated by students will not be functional

- 3.2 Tentative text(s): There is not a required text for the class. The instructor will make his collection of texts on historical arms making and an extensive video collection available to students throughout the semester. The collection includes fifteen reference books and eight videotapes/DVDs on the subject. The instructor was the recipient of a grant from the National Endowment for the Arts to apprentice under Master Gunsmith Hershel House of Morgantown, Kentucky, and Wallace Gusler, former Master Gunsmith at Williamsburg, Virginia. He also has 27 years of experience in practicing the art and craft of 18th century flintlock gunmaking.

4. Term of Implementation: Fall 2009

6. Dates of review/approvals:

AMS Department/Division:	2/13/2009
OCSE Curriculum Committee	March 5, 2009
OCSE Dean	_____
UCC Chair	March 16, 2009
Provost	March 18, 2009

Attachment: Course Inventory Form

Proposal Date: 2-15-2009

Potter College
Department of Communication
Proposal to Create a Temporary Course
(Information Item)

Contact Person: Blair Thompson, Blair.thompson@wku.edu, 745-5889

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: COMM 200
- 1.2 Course title: Introduction to Communication
- 1.3 Abbreviated course title: Intro to Communication
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: An introduction to various communication contexts, theories, and processes.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: This course would serve as an introduction to the discipline, a course currently not offered to students in either of the department's majors. The Department of Communication is looking to expand the electives offered to students in order to give them better exposure to the breadth of the discipline. Eventually, this proposed course will go through the process of becoming a permanent offering as part of the department's revised curriculum.
- 2.2 Relationship of the proposed course to courses offered in other academic units: None.

3. Description of proposed course

- 3.1 Course content outline: The content of the course will introduce students to various communication contexts (interpersonal, organizational, intercultural etc.) and theories. The course will explore the communication process and many of the complexities this entails, examining the important role communication plays in relationships, institutions, and cultures.
- 3.2 Tentative text(s) : Trenholm, S. (2005). *Thinking through communication: An introduction to the study of human communication* (4th edition). Boston: Pearson.
- 3.3

4. Term of Implementation: Fall 2009

5.

6. Dates of review/approvals:

7.

Communication Department: 2-20-09

Potter College Curriculum Committee 3-5-09

Potter College Dean 2/24/09

UCC Chair

March 16, 2009

Provost

March 18, 2009

Attachment: Course Inventory Form

Potter College
Department of Communication
Proposal to Create a Temporary Course
(Information Item)

Contact Person: Kumi Ishii, kumi.ishii@wku.edu, 745-5203

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: COMM 451
- 1.2 Course title: Computer-Mediated Communication
- 1.3 Abbreviated course title: Computer-Medicated Comm
- 1.4 Credit hours: 3
- 1.5 Schedule type: L
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: Introduces theories of computer-mediated communication and major communication technologies that are being used in organizations. It covers the social and communicative impacts of these technologies on organizational members and considers effective computer-mediated communication in organizational contexts.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: Due to the diffusion of new technologies as well as globalization, communication today is not only face-to-face, but also mediated. The Department of Communication is looking to expand the electives offered to students in order to give them a further exposure to the breadth of the discipline. Eventually, this proposed course will go through the process of becoming a permanent offering as part of the department's revised curriculum.
- 2.2 Relationship of the proposed course to courses offered in other academic units: 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, this course considers effective communication using technologies among organizational members to achieve their organizational goals and offers theoretical foundations from the interpersonal, group, and organizational communication perspectives.

3. Description of proposed course

- 3.1 Course content outline: This course introduces theories of computer-mediated communication and major communication technologies (e.g., email, instant messaging, blogs, discussion boards, video conferencing, internet and intranet web, etc.) that are being used in the workplace. It covers the social and communicative impacts of these technologies on organizational members at the interpersonal, small group, and organizational levels. It also considers effective computer-mediated communication in organizational contexts.
- 3.2 Tentative text(s) :
Thurlow, C., Lengel, L., & Tomic, A. (2004). *Computer mediated communication*. Thousand Oaks, CA: Sage.

Supplemental readings will be available through Blackboard.

4. **Term of Implementation:** Fall 2009

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

Department of Communication: 02/20/09

Potter College Curriculum Committee 03/05/09

Potter College Dean 3/6/09

UCC Chair March 16, 2009

Provost March 18, 2009

Attachment: Course Inventory Form

Proposal Date: January 15, 2009

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PHIL 101
- 1.2 Course title: Enduring Questions: Truth and Relativism
- 1.3 Abbreviated course title: END QUES: TRUTH AND RELATIVISM
- 1.4 Credit hours: 3
- 1.5 Schedule type: S
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The study of central positions and arguments concerning the nature and character of truth.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: The development of this course stems from the philosophy program's 2008 application to the Enduring Questions initiative of the National Endowment for the Humanities. Whether or not the program receives the NEH grant, it is committed to developing this course as a new offering to General Education students (pending approval from the General Education Curriculum Committee) and to students interested in the philosophy major. Faculty charged with teaching this course will be finishing the development of it during the summer. This spring the philosophy program also will seek approval to establish the course as a permanent part of the curriculum.
- 2.2 Relationship of the proposed course to courses offered in other academic units: None, though the topic clearly would be of interest to students in any academic discipline.

3. Description of proposed course

- 3.1 Course content outline
 - I. Introduction of the key question(s)
 - II. Plato's *Theatetus*
 - III. Hume's *Enquiry Concerning Human Understanding*
 - IV. Duhem's *To Save the Phenomena*
 - V. Application to law, science, and art

Narrative Description: Enduring questions prompt us to think about otherwise taken-for-granted aspects of our lives. The value of such prompting is evident in regard to Truth and the underlying expectation that we can rely upon absolute, unchanging, and universal standards by which to conduct our lives and to interact with others and within the world. There are areas of our lives about which it is reasonable to insist that there are truths, such that to believe otherwise flouts evidence that any reasonable person would accept and live by. Legal codes or scientific theories, or even seemingly straightforward sensory reports, seem natural areas wherein we know that we are correct, or incorrect, in what we believe or in how we judge. Yet, if laws, science, or immediate experience do not make the case for Truth, then we might argue that, at the

very least, one ought to allow a privileged difference as between say science, and its standards, and other areas of human interest such as art, and its standards. For example, in science we expect an absolute standard for judgment that demarcates truth, whereas in art we are willing to allow for plurality and diversity of standards so that different, even conflicting, judgments and beliefs are sanctioned. We will begin our readings with Plato's *Theatetus*, to examine the notion of Truth and arguments for and against Truth as an absolute standard. Students will note that even though available arguments may fall short of demonstrating Truth, it takes an additional argument to deny the very possibility that Truth is an attainable standard. The first section closes with Hume's *Treatise or Enquiry*, to make the stronger case that Truth is a logically impossible aim for human inquiry. We discuss the prospects for Relativism—full blown pluralism and equi-reasonability, about standards for human judgment and belief. Lastly, we read Duhem's *Saving the Appearances*, and consider the extent to which this text resolves our questions about Truth. Our seminar closes by narrowing the argumentative content and application of the fundamental readings either to a single area of human concern—law, science, art, other axiological interests—or to a comparative study of more than one broad area of human inquiry and interest. Here we explore in depth and with our background expertise, how certain areas of inquiry are amenable to absolute standards whereas in other areas we ought perhaps to promote diversity and adopt pluralism about standards. Additional authors whose texts the seminar may use are Thucydides, Empiricus (Sextus), William of Occam, Francis Bacon, Galileo, Newton, and Kant.

3.2 Tentative text(s)

Augustine, *Contra Academicos*

Bacon, Francis, *Novum Organum*

Berkeley, George, *A Treatise Concerning the Principles of Human Understanding*

Descartes, Rene, *Meditations on First Philosophy*

Duhem, Pierre, *To Save the Phenomena*

Einstein, Albert, *Relativity: The Special and General Theory*

Frege, Gottlob, *On Sense and Reference*

Galileo, *Dialogue Concerning the Two Chief World Systems*

Hume, David, *Enquiry Concerning Human Understanding*

Husserl, Edmund, *Logical Investigations*

Kant, Immanuel, *Prolegomena to any Future Metaphysics*

Kuhn, Thomas, *The Structure of Scientific Revolution*

Locke, John, *Essay Concerning Human Understanding*

Newton, Thomas *Principia Mathematica*

Plato, *Protagoras*

Plato, *Theatatus*

Popper, Karl, *The Logic of Scientific Revolution*

Sextus Empiricus, *Outlines of Pyrrhonism*

Thucydides, *History of the Peloponnesian War*

William of Occam, *Summa Logicae*

Wittgenstein, Ludwig, *Tractatus Logico-Philosophicus*

4. Term of Implementation: 200930

5. Dates of review/approvals:

Philosophy Program January 23, 2009

Department of Philosophy and Religion: January 26, 2009

Potter College Curriculum Committee March 5, 2009

Potter College Dean February 3, 2009

UCC Chair March 16, 2009

Provost March 18, 2009

Attachment: Course Inventory Form

Proposal Date: January 15, 2009

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PHIL 102
- 1.2 Course title: Enduring Questions: The Good and the Beautiful
- 1.3 Abbreviated course title: END QUES: GOOD/BEAUTIFUL
- 1.4 Credit hours: 3
- 1.5 Schedule type: S
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The study of central positions and arguments in moral theory and aesthetics.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: The development of this course stems from the philosophy program's 2008 application to the Enduring Questions initiative of the National Endowment for the Humanities. Whether or not the program receives the NEH grant, it is committed to developing this course as a new offering to General Education students (pending approval from the General Education Curriculum Committee) and to students interested in the philosophy major. Faculty charged with teaching this course will be finishing the development of it during the summer. This spring the philosophy program also will seek approval to establish the course as a permanent part of the curriculum.
- 2.2 Relationship of the proposed course to courses offered in other academic units: None, though the topic clearly would be of interest to students in many academic disciplines.

3. Description of proposed course

- 3.1 Course content outline
 - I. Ancient Greek notion of *kalon*
 - II. Ancient sources: Plato, Aristotle, Epictetus, or Augustine
 - III. Crisis of modernity
 - A. Descartes, Hume, and Kant
 - B. Hegel and Nietzsche
 - IV. Conclusion

Narrative description: All value judgments invite questions about standards for justification: if an act is deemed "right" or one mode of conduct is judged "better" than another, we expect there to be reasons behind such conclusions. Disputes that arise in our daily lives often turn on the grounds taken to justify a value claim or the relevance of those grounds to the judgment made. Thus, behind enduring questions about Good and Beauty lie deeper, philosophical issues of what justifies the language of "good" and "beauty." To explore the Good and the Beautiful, we focus on the ancient Greek notion of "*kalon*" as our point of entry into questions of value judgments and their justification.

Because “*kalon*” has the sense of both good and beauty, it follows that moral goodness, ethical propriety, and aesthetic beauty—even what function government has within a well-ordered society—are interconnected. We will see this interrelatedness as we read the ancient tragedians, Plato and Aristotle, and late antiquity authors. In the language of values and their justification, the ancients assume that the whole and its parts are mutually and reciprocally justifying—the goodness of an act, the rightness of a social ethos, and the beautiful order of the universe together confirm and justify each other. Source texts for this part of the course could be Plato’s *Symposium* and *Phaedo*, Aristotle’s *Nicomachean Ethics*, Epictetus’ *Discourses*, or Augustine’s *Confessions*. The course concludes several centuries later with the crisis of modernity; this is the period inaugurated by Cartesian doubt and Humean skepticism, and brought to conclusion by Kant’s critical philosophy. The period realizes that reason alone might function as an absolute justifying ground for all of our judgments, whether value-laden or scientific/objective, but it does so at the considerable expense of personal identity, the breaking of strong communal bonds, and the disintegration of a religious life. Against this backdrop, it is not incidental that in modernity, the good and the beautiful are treated as separate matters; or, what is the same, that the reasons to which we appeal in justifying our moral judgments are treated in modern times as separate from the reasons to which we appeal in justifying our aesthetic judgments. Representative texts of modernity are Kant’s *Groundwork of the Metaphysics of Morals*, Hume’s *Enquiry Concerning the Principles of Morality*; works such as Nietzsche’s *Birth of Tragedy* or *Genealogy of Morals* and Hegel’s *Introduction to Lectures on Aesthetics* could be used as examples of responses to the crisis of modernity and a return to the classical idea of “*kalon*” during the German philhellenism of the nineteenth century.

3.2 Tentative text(s)

Adorno, Theodor, *Dialectic of Enlightenment*

Aeschylus, *Oresteia*

Aquinas, *Summa Theologica*

Aristotle, *Nicomachean Ethics*

Aristotle, *Poetics*

Augustine, *Confessions*

Aurelius, Marcus, *Meditations*

Benjamin, Walter, *The Work of Art in the Age of Mechanical Reproduction*

Burke, Edmund, *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful*

Derrida, Jacques, *Truth in Painting*

Epictetus, *Discourses*

Foucault, Michel, *This is Not a Pipe*

Hegel, G.W.F., *Introduction to the Lectures on Aesthetics*

Heidegger, Martin, *Origins of the Work of Art*

Kant, Immanuel, *Critique of Judgment*

Kant, Immanuel, *Groundwork to the Metaphysics of Morals*

Kant, Immanuel, *Observations on the Feeling of the Beautiful and Sublime*

Kierkegaard, Soren, *Fear & Trembling*

Leibniz, G.W., *Theodicy*

Lessing, Gotthold, *Laocoon: An Essay on the Limits of Painting and Poetry*

Longinus, Dionysius, *On the Sublime*
 Nietzsche, Friedrich, *Birth of Tragedy*
 Nietzsche, Friedrich, *Gay Science*
 Nietzsche, Friedrich, *Genealogy of Morals*
 Plato, *Phaedrus*
 Plato, *Phaedo*
 Plato, *Republic*
 Plato, *Symposium*
 Schiller, Friedrich, *Letters on the Aesthetic Education of Man*
 Sophocles, *Antigone*
 Spinoza, Benedictus de, *Ethics*

4. Term of Implementation: 200930

5. Dates of review/approvals:

Philosophy Program	January 23, 2009
Department of Philosophy and Religion:	January 26, 2009
Potter College Curriculum Committee	March 5, 2009
Potter College Dean	February 3, 2009
UCC Chair	March 16, 2009
Provost	March 18, 2009

Attachment: Course Inventory Form

Proposal Date: January 15, 2009

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: PHIL 103
- 1.2 Course title: Enduring Questions: The Committed Life
- 1.3 Abbreviated course title: END QUES: COMMITTED LIFE
- 1.4 Credit hours: 3
- 1.5 Schedule type: S
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The philosophical study of individual and collective commitment to ideals and values in a pluralistic society.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: The development of this course stems from the philosophy program's 2008 application to the Enduring Questions initiative of the National Endowment for the Humanities. Whether or not the program receives the NEH grant, it is committed to developing this course as a new offering to General Education students (pending approval from the General Education Curriculum Committee) and to students interested in the philosophy major. Faculty charged with teaching this course will be finishing the development of it during the summer. This spring the philosophy program also will seek approval to establish the course as a permanent part of the curriculum.
- 2.2 Relationship of the proposed course to courses offered in other academic units: None, though the topic clearly would be of interest to students in many academic disciplines.

3. Description of proposed course

- 3.1 Course content outline
 - I. Individual and Collective Commitment (an introduction to various foundations for individual values and social ideals drawn from different historical periods)
 - a. moral dimensions
 - b. social contexts
 - c. political ideals
 - II. Contemporary Issues (an examination of current discussions of social responsibility, democratic participation, environmental concern, citizenship, diversity, rights, justice, and other similar issues)
- Narrative description:** In the *Politics*, Aristotle notes that a person who does not keep company with others must be either an animal or a god: humans, he continues, are by nature social beings. The ancient Athens in which Aristotle wrote these words differs in important ways from the modern, pluralistic world in which we now live; yet, the subsequent explosion in world population and the richness and complexity of societal

interaction continues to reflect our social nature. Community growth—however “community” is measured—challenges the circumstances under which one is counted a member of a populace or, conversely, excluded. This course will read a combination of classical arguments by philosophers concerned with understanding the individual in society and personal as well as collective duties and responsibilities. Class sessions will include discussion about how these formative ideas in the history of philosophy pertain to contemporary social and political problems in the United States and in countries throughout the world. Sessions will include discussions about how different conceptions of the relationship between individuals and society affect our understanding of what it means to live meaningfully and responsibly.

3.2 Tentative text(s)

Appiah, Kwame, *Cosmopolitanism*
Aristotle, *Politics*
Augustine, *City of God*
Bauman, Zygmunt, *Does Ethics Have a Chance in a World of Consumers?*
Bentham, Jeremy, *The Principles of Morals and Legislation*
Boyte, Harry, *Everyday Politics: Reconnecting Citizens and Public Life*
Boyte, Harry, *The Citizen Solution: How You Can Make a Difference*
Cicero, *The Laws*
Cicero, *The Republic*
Coetzee, J.M., *The Lives of Animals*
Freud, Sigmund, *Civilization and its Discontents*
Hegel, G.W.F., *Philosophy of Right*
Hobbes, Thomas, *Leviathan*
Hooker, Richard, *On the Laws of Ecclesiastical Polity*
Kant, Immanuel, *Metaphysics of Morals*
Kant, Immanuel, *Perpetual Peace*
Kleinman, Arthur, *What Really Matters: Living a Moral Life Amidst Uncertainty and Danger*
Kymlicka, Will, *Multicultural Citizenship*
Locke, John, *A Letter Concerning Toleration*
Locke, John, *The Second Treatise on Government*
Machiavelli, Niccolo, *The Prince*
Marx, Karl, *The Communist Manifesto*
Marx, Karl and Frederick Engels, *The German Ideology*
Mill, John Stuart, *On Liberty*
Mill, John Stuart, *Utilitarianism*
Mills, Charles, *The Racial Contract*
Nietzsche, Friedrich, *Genealogy of Morals*
Pateman, Carole, *Sexual Contract*
Plato, *The Apology*
Plato, *Republic*
Pufendorf, Samuel, *On the Duty of Man and Citizen according to Natural Law*
Rawls, John, *A Theory of Justice*
Rousseau, Jean Jacques, *The Social Contract*
Smith, Adam, *The Theory of Moral Sentiments*
Stout, Jeffrey, *Democracy & Tradition*

4. Term of Implementation: 200930

5. Dates of review/approvals:

Philosophy Program	January 23, 2009
Department of Philosophy and Religion:	January 26, 2009
Potter College Curriculum Committee	March 5, 2009
Potter College Dean	February 3, 2009
UCC Chair	March 16, 2009
Provost	March 18, 2009

Attachment: Course Inventory Form

Proposal Date: February 20, 2009

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

Contact Person: Mari. R. Harris, mari.harris@wku.edu, 745-2150

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: SOCL 334
- 1.2 Course title: Security and Crime Investigations
- 1.3 Abbreviated course title: Security & Crime Investigation
- 1.4 Credit hours: 3.00
- 1.5 Schedule type: Lecture
- 1.6 Prerequisite: SOCL 100 or consent of instructor
- 1.7 Course description: Examines issues public safety responders may currently be faced with, primarily focusing on homeland security and criminal investigations.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis: Course will be offered on a temporary basis this fall in order to permit subsequent determination concerning establishing it as a permanent course in the curriculum. This course is designed to expand upon topics in the public safety area. Course objectives are to understand the mission and organization of the Department of Homeland Security, summarize the history, function and highlight specific areas of criminal investigations, understand and experience methods used in processing crime scenes, and review new technologies.
- 2.2 Relationship of the proposed course to courses offered in other academic units: Course relates to, but does not overlap with, some content covered in SOCL 232 – Introduction to Law Enforcement, PSY 440 – Abnormal Psychology, PS 350 – Political Terrorism, and other Criminology courses.

3. Description of proposed course

- 3.1 Course content outline:
 - Terrorism: An overview of international and domestic terrorism
 - Homeland Security: An overview of the concept related to federal, state and local levels.
 - Information Gathering and Intelligence Sharing: A review of The National Criminal Intelligence Sharing Plan
 - Criminal Investigations: An overview
 - Criminal Investigations: Documenting the Crime Scene
 - Criminal Investigations: Forensics/Physical Evidence
 - Criminal Investigations: Mock Crime Scene and debriefing
 - Criminal Investigations: Death Investigations
 - Computer Crime and Its Evolution
 - Review of additional technology

- 3.2 Tentative text(s): Bennett, Wayne W. and Hess, Karen M. Criminal Investigations, Eighth edition, 2007, Thomson Wadsworth.

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

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

5. Term of Implementation: Fall 2009

6. Dates of review/approvals:

Sociology Department:	February 20, 2009
Potter College Curriculum Committee	March 5, 2009
PCAL_Dean	March 6, 2009
UCC Chair	March 16, 2009
Provost	March 18, 2009

Attachment: Course Inventory Form

Proposal Date: March 5, 2009

**Potter College
Department of Sociology
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Kumiko Nemoto, kumiko.nemoto@wku.edu, 745-2199

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 353
- 1.2 Course title: Sociology of Modern Japan
- 1.3 Abbreviated course title: Sociology of Modern Japan
- 1.4 Credit hours and contact hours: 3.00
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: SOCL 100 or consent of instructor
- 1.7 Course description: Examines social and cultural changes in contemporary Japanese society with particular focus on gender, race, and class in the context of global capitalism.

2. Rationale:

- 2.1 Reason for offering this course on a temporary basis: The course on contemporary Japan will contribute to the expansion of the sociology curriculum. Submission as a temporary course will permit listing in Banner and on Topnet so that students will be able to register for it during the priority registration period, prior to the approval of Socl 353 as a new course.
- 2.2 Relationship of the proposed course to courses offered in other departments: Sociology of Modern Japan will complement courses in other departments that focus on different elements of Japanese society. A partial list of these courses includes: Japanese Cinema in Translation (ENG 368), Modern Japan (HIST 472), Traditional East Asia (HIST 460). While these courses obviously examine various aspects of Japan, the proposed course would be the only course at the university to examine contemporary Japan from a distinctly sociological perspective.

3. Description of proposed course:

- 3.1 Course content outline:
 - A. Introduction: Japan in the context of global capitalism and Western Orientalism
 - B. Economic development and modern Japan
 - C. Socialization
 - D. Youth
 - E. Family
 - F. Gender and work
 - G. Gender and marriage
 - H. Transformation of self
 - I. Body aesthetics
 - J. Race and ethnicity

- K. Contraception and reproductive rights
- L. Culture of Fantasy
- M. Conclusions

3.2 Tentative texts and course materials:

Allison, Anne. 2006. *Millennial monsters: Japanese toys and the global imagination*. Berkeley: University of California Press. Kelsky, Karen. 2001. *Women on the verge: Japanese women, western dreams*. Durham, NC: Duke University Press. Ogasawara, Yuko. 1998. *Office ladies and salaried men: Power, gender, and work in Japanese companies*. Berkeley: University of California Press. Other course materials may include, but will not be limited to, relevant journal articles appearing in *Gender & Society*, *Journal of Marriage and Family*, *American Sociological Review*, *Yale Journal of Law and Feminism*.

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

5. Proposed term for implementation: Fall 2009

6. Dates of review/ approvals:

Sociology Department:	February 18, 2009
Potter College Curriculum Committee	March 5, 2009
PCAL Dean	March 6, 2009
UCC Chair	March 16, 2009
Provost	March 18, 2009

Attachment: Course Inventory Form

Proposal date: February 26, 2009

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

TO: University Curriculum Committee

FROM: Sponsoring Unit: Gordon Ford College of Business
Department: Management
Contact Person's Name: Dr. Matt Marvel
Contact Person's Email: matt.marvel@wku.edu
Contact Person's Phone: 270.745.4343

CHANGE: Current Course Prefix: MGT
Proposed Course Prefix: ENT

COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE

PREFIX (SUBJECT AREA): 308, 312, 463, and 496

RATIONALE: The Entrepreneurship Major was approved by the Board of Regents for Fall 2009. Previous to that, Entrepreneurship was a concentration within the Management degree and the entrepreneurship courses were listed as Management courses. Now that the major is in place and students are pursuing the major, it is appropriate that specific Entrepreneurship courses be identified as such.

DATE OF IMPLEMENTATION: Fall 2009

Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BE 101
- 1.2 Course title: Keyboard/Typewriting
- 1.3 Credit hours: 3.00

2. Rationale for the course deletion:

This course is no longer taught, and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
CEBS Curriculum Committee	<u>March 3, 2009</u>
Professional Education Council	<u>March 4, 2009</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BE 226
- 1.2 Course title: Introduction to Law
- 1.3 Credit hours: 3.00

2. Rationale for the course deletion:

This course is no longer taught , and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MGE 474
- 1.2 Course title: Teaching/Foreign Language
- 1.3 Credit hours: 3.00

2. Rationale for the course deletion:

This course is no longer taught, and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SEC 470
- 1.2 Course title: Teaching Vocational Agriculture
- 1.3 Credit hours: 3.00

2. Rationale for the course deletion:

This course is no longer taught, and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SEC 471
- 1.2 Course title: Organization/Plan Agriculture Education
- 1.3 Credit hours: 0-4

2. Rationale for the course deletion:

This course is no longer taught, and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SEC 476
- 1.2 Course title: Teach Library Science
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course is no longer taught, and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SEC 480
- 1.2 Course title: Teach Shorthand/Off Prac
- 1.3 Credit hours: 1

2. Rationale for the course deletion:

This course is no longer taught, and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SEC 482
- 1.2 Course title: Teaching Speech
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course is no longer taught, and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SEC 484
- 1.2 Course title: Methods/Materials English 2nd Language
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course is no longer taught, and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SEC 487
- 1.2 Course title: Methods/Materials Vocational Agriculture
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course is no longer taught, and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	26 March 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: SEC 488
- 1.2 Course title: Young Farmer/Adult Education/Agriculture
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

This course is no longer taught, and the department does not anticipate that the course will be needed in the future.

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

Since this course has not been offered since pre-2001, deleting it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 12/08/2008

**College of Education and Behavioral Sciences
Department of Curriculum and Instruction
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745.2615

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: BE 220
- 1.2 Course title: Word Processing
- 1.3 Credit hours: 3

2. Rationale for the course suspension:

This course has not been taught recently. However, due to curricular changes being planned for the future, faculty may wish to offer the course at some later point. Therefore, the faculty proposes to suspend the course rather than delete it.

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

Since this course has not been offered since pre-2001, suspending it will not affect our program or those of other departments.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Department of Curriculum and Instruction	<u>February 13, 2009</u>
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CEBS Curriculum Committee	<u>March 3, 2009</u>
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Professional Education Council	<u>March 4, 2009</u>
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: February 5, 2009

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CS 240
- 1.2 Course title: Computer Science I
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites:

Prerequisites: A grade of "C" or better in CS 230, Introduction to Programming, or equivalent. Students without CS 230 must take a placement examination given by the CS Department.

Corequisite : MATH 118 or a math ACT of at least 26. CS 244 for CS majors or minors.

3. Proposed prerequisites/corequisites:

Prerequisites: CS 230 or equivalent with a grade of C or better or a satisfactory score on a CS placement exam. Math 116 or Math 118 with a grade of C or better (or being exempted from taking Math 116 based on criteria developed by the Department of Mathematics and Computer Science.)

Corequisite: CS 244 for CS majors or minors.

4. Rationale for the revision of prerequisites/corequisites:

Many computer science majors take the Math 116/ Math 117 sequence which is equivalent to Math 118. The ACT score is no longer considered a corequisite, since the math ACT score already influences a student's placement in math courses.

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

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Computer Science	2/20/2009
Ogden Curriculum Committee	March 5, 2009
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: February 5, 2009

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CS 241
- 1.2 Course title: Computer Science II
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites:

Prerequisite: CS 240

Corequisite: MATH 119, 122, or 126

3. Proposed prerequisites/corequisites:

Prerequisites: CS 240 with a grade of C or better. Math 117 or Math 118 with a grade of C or better **or** Math 119 **or** permission to enroll in Math 126 based on criteria developed by the Department of Mathematics and Computer Science.

Corequisite: (none)

4. Rationale for the revision of prerequisites/corequisites:

The change makes sure that all students (not just the majors and minors) in CS 241 have passed CS 240 with a C or better and thus are prepared to succeed in CS 241. The actual content of the calculus courses (Math 119, Math 122, Math 126) need not be studied at the same time as CS 241. The proposed prerequisite guarantees the required mathematical maturity.

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

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Computer Science	02/20/09
Ogden Curriculum Committee	March 5, 2009
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 2/4/09

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

Contact Person: Carl L. Kell, Jenifer Lewis, carl.kell@wku.edu or jenifer.lewis@wku.edu 745-3957 - 745-6578

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 474
- 1.2 Course title: Gender Communication
- 1.3 Credit hours: 3

2. Rationale for the course reactivation:

This course was suspended at the time when the faculty member who taught the course retired. Since that time we have hired faculty who have the qualifications to teach the course. The course is useful for students in our majors as it covers the complex role that gender plays in the communication process. This course adds to the various approaches to communication in our program and is an area that has been under-represented until recent faculty hires.

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

This reactivation will have a positive effect on students in the Communication program because it adds to their broader understanding of the various areas of Communication. The course could potentially serve as an elective for Women's Studies. The course has the potential to be taught as an Honors course that would be interesting and applicable to students in a variety of majors.

4. Proposed term for implementation: Fall 2009

5. Dates of prior committee approvals:

Communication Department/Division: 2/9/09

Potter College Curriculum Committee 3/5/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: January 15, 2009

**Potter College of Arts & Letters
Department of Philosophy and Religion
Proposal to Reactivate a Suspended Course
(Consent Item)**

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PHIL 305
- 1.2 Course title: Aesthetics
- 1.3 Credit hours: 3

2. Rationale for the course reactivation: Aesthetics is one of the primary branches of philosophical inquiry. For years the Department of Philosophy and Religion has not had a faculty member qualified and available to teach this course. It now does. As a consequence, aesthetics will return as a regular course in the department's curricular rotation. This course is a natural follow-up to PHIL 102.

3. Effect of course reactivation on programs or other departments, if known: This course may be of interest to students in a number of other majors, most particularly Art, Art History, Art Education, and Theatre and Dance.

4. Proposed term for implementation: 200930

5. Dates of prior committee approvals:

Philosophy program	February 23, 2009
Department of Philosophy and Religion	February 25, 2009
Potter College Curriculum Committee	March 5, 2009
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Course Inventory Form

March 2, 2009

**Gordon Ford College of Business
Department of Management
Proposal to Revise Course Title
(Consent Item)**

Contact Person: LeAnne Coder; Leanne.coder@wku.edu; 745-2876

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: MGT 411
- 1.2 Current course title: Personnel Assessment
- 1.3 Credit hours: 3

2. Proposed course title: Effective Staffing Practices

3. Proposed abbreviated course title: Effective Staffing Practices

4. Rationale for the revision of course title:

Better reflects the current course contents and current terminology in field.

5. Proposed term for implementation: Fall 2009

6. Dates of prior committee approvals:

Management Department: 02/27/2009

GFCB Curriculum Committee 03/05/2009

Undergraduate Curriculum Committee March 26, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: February 6, 2009

**College of Health & Human Services
Center for Gerontology/CHHS Dean's Office
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Dana Burr Bradley, Ph.D., dana.bradley@wku.edu, 5-2356

1. Identification of course:

- 1.1 Current course prefix and number: GERO 100
- 1.2 Current course title: Introduction to Gerontology
- 1.3 Credit hours: 3

2. Proposed course title: Introduction to the Aging Experience

3. Proposed abbreviated course title: Intro to the Aging Experience

4. Rationale for the revision of course title: New title better reflects broad intention of course rather than the discipline.

5. Proposed term for implementation: Fall 2009

6. Dates of prior committee approvals:

Gerontology Advisory Committee	February 13, 2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
General Education Committee	<u>3/5/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: March 16, 2009

**Office of the Vice President for Academic Affairs
Proposal to Revise the Withdrawal Policy
(Action Item)**

Contact Person: Dean Kahler, dean.kahler@wku.edu, 745-6169

1. Identification of proposed policy revision:

Revise the withdrawal policy to include provisions for (1) medical withdrawal, (2) administrative withdrawal, and (3) retroactive withdrawal.

2. Catalog statement of existing policy:

A. For various reasons it is occasionally necessary for a student to withdraw from the university. Prior to the midpoint of the semester, students may use TopNet to withdraw. After the midpoint of the semester, the student should report to the Office of the Registrar to initiate withdrawal procedures. Students leaving the institution without an official withdrawal will receive failing grades in all courses in which enrolled and endanger their future status in the institution. Students withdrawing after the midpoint of the semester, a bi-term or comparable period during the summer session must consult with their instructors as to the withdrawal grade. The official date of the withdrawal is the date the withdrawal is processed on TopNet or the written notice is received in the Office of the Registrar. Students wishing to return to WKU at a later date must submit an application for readmission prior to the deadline for submitting applications.

B. Other existing withdrawal policy to be added to the catalog:

Military Withdrawal – Students who are members of any branch of the United States Armed Services, including the National Guard, who are called to active duty while enrolled at WKU are entitled to the following options.

1. Students may work with each individual instructor to determine if an incomplete grade is appropriate, or
2. If an incomplete grade is not a viable option, the student will be permitted to withdraw either from individual courses or from the entire schedule of classes. A full refund of tuition and fees will be issued for those courses from which the student has withdrawn.

Students who are called to active duty while enrolled should contact the Office of the Registrar to initiate the withdrawal process. An official copy of the military orders must be presented to invoke this special withdrawal and refund process.

3. Catalog statement of proposed policy: (Add to existing withdrawal policy)

In special circumstances, as described below, a complete withdrawal from the university after the mid-point of a term will be considered.

Medical Withdrawal – A student may request and be considered for a medical withdrawal from all courses in a term when extraordinary circumstances, such as a serious physical or mental illness or injury, prevent the student from continuing his or her classes after the mid-point of a term, and incompletes or other arrangements with the instructors are not feasible or possible. A medical withdrawal must be substantiated with appropriate documentation from the attending health care provider. Once the rationale for a medical withdrawal has been validated by the Office of the Registrar, the student's instructors will be sent notification of the withdrawal, and "W" grades will be recorded for each course. A student who requests a medical withdrawal, or an individual requesting a withdrawal on behalf of the student who is physically or mentally unable to request the withdrawal, should contact the Office of the Registrar to obtain medical withdrawal procedures. Tuition refund appeals for medical withdrawals are handled in a separate procedure, and instructions may be obtained from the Bursar's Office.

Administrative Withdrawal – A request for an administrative withdrawal is initiated by the University because of a disciplinary situation or when, in the professional judgment of a health care provider, psychologist and/or university administrator, there is reason to believe a student is a substantial threat to him/herself or interferes with the welfare of other members of the university, the education process, or the orderly operation of the university. The Vice President for Student Affairs or the Associate Vice President for Academic Affairs, or their respective designees, will notify the student of the involuntary withdrawal, and the Registrar will be directed to withdraw the student from all classes in which the student is currently enrolled and cancel registration that has occurred for any future terms. The Office of the Registrar will notify the student's instructors of the withdrawal, and "W" grades will be recorded for the term in progress. A student who is administratively withdrawn will have a registration hold placed by the Vice President for Student Affairs or the Associate Vice President for Academic Affairs to prevent the student from being readmitted or re-enrolled unless cleared by the appropriate administrator or the respective designee. A student may file a written appeal of an involuntary withdrawal through the office that administered the withdrawal. Tuition refund appeals for administrative withdrawals are handled in a separate procedure, and instructions may be obtained from the Bursar's Office.

Retroactive Withdrawal – A student who leaves the university for extenuating circumstances without an official withdrawal during the term of departure may apply for a retroactive withdrawal. The student must present supporting documentation that demonstrates serious and compelling reasons justifying the withdrawal and extenuating circumstances justifying its retroactive nature; poor academic performance that is not attributed to non-academic extenuating circumstances is not a consideration for retroactive withdrawal. A student may appeal for a retroactive withdrawal within two calendar years following the end of the term for which withdrawal is requested. A student need not be enrolled at WKU at the time the application for retroactive withdrawal is submitted.

An appellate board will review the request for a retroactive withdrawal. The board will consider the following factors, including, but not limited to:

- a. Documentation of extenuating circumstances
- b. Written letter of support from an academic administrator, faculty member, advisor or other university professional who is familiar with the student's situation

If a retroactive withdrawal is approved, the Registrar will notify the student's instructors and department heads of the request for a retroactive withdrawal, and they will be given 14 calendar days to raise objections if the student's classroom performance was such that a withdrawal (W) would not be appropriate. If objections are raised by the instructor or department head, the Registrar will be informed of the objection, and the student will not receive a W in the class. Instructions for filing an appeal for a retroactive withdrawal may be obtained from the Office of the Registrar. A tuition refund is not granted for a retroactive withdrawal.

4. Rationale for proposed policy revision:

This proposal is intended to clarify complete withdrawal policies for extraordinary circumstances and to create consistent procedures for students, faculty and administrators. Students may experience legitimate personal hardships which affect their academic records, and this proposal provides a consistent application of "W" grades for circumstances beyond the student's control. The proposed withdrawal policies are quite common at other universities.

- a. **Medical Withdrawals:** Our current procedure for processing complete withdrawals for medical reasons is inconsistent, burdensome and time-consuming for the student and/or the person on whom the student is dependent for assistance during the time of illness. Currently, a student (or designated person) must present documentation of the medical condition to each instructor to obtain a withdrawal grade, and gain approval from the department head and dean. Students who need to withdraw from a term for medical reasons may receive a combination of "W" and "F" grades. It is proposed that the Office of the Registrar be given the authority to determine the legitimacy of the medical condition that prompted the need for withdrawal after the mid-point of a term and record "W" grades for each course.
- b. **Administrative Withdrawals:** Current Student Life Policies include the provision for involuntary withdrawals by the Vice President for Student Affairs for disruptive behavior due to emotional disturbance. The proposal extends the option for administrative withdrawals to the Associate Vice President for Academic Affairs. The proposal further stipulates that the student will receive "W" grades if the involuntary withdrawal is after the mid-point of a term.
- c. **Retroactive Withdrawals:** Our current procedure for processing complete withdrawals retroactively is inconsistent, burdensome and time-consuming. Currently, a student must present his/her case and supporting documentation to each instructor, department head and dean to obtain a retroactive withdrawal in each course. Such processes are complicated when the faculty member is no

longer at WKU. Some faculty may agree to a withdrawal, while others may not. It is proposed that the legitimacy of a retroactive withdrawal be determined by an appellate board.

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

The proposal is intended to address complete withdrawals, not withdrawal from individual courses after the mid-point of a term. The impact of withdrawals upon the refund policy is addressed in the proposal

6. Implementation Date: Immediately upon final approval

7. Dates of prior committee approvals:

UCC Academic Policy Subcommittee	March 16, 2009
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Undergraduate Curriculum Committee	March 26, 2009
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University Senate	_____
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Proposal Date: 2/16/2009

**Ogden College of Science and Engineering
Department of Physics and Astronomy
Proposal for an Exception to an Academic Policy
(Action Item)**

Contact Person: Scott Bonham, scott.bonham@wku.edu, 745-6196

1. **Identification of proposed policy exception:** Course Requirements
2. **Catalog statement of existing policy:** “At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above”
3. **Catalog statement of proposed policy exception (changes in italics):** “At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above *except Middle School Science Education majors. Middle School Science Education majors receive a 6-hour waiver.*”
4. **Rationale for proposed policy exception:** In order to meet Kentucky state standards for teaching middle school science, middle school science teachers must be able to teach content in astronomy, biology, chemistry, geology, and physics. Therefore, students must take foundational science courses in five different disciplines to have the basic knowledge needed. It should be noted that the program requires students to also complete a major in Science and Math Education; more than one half of the major courses of the two programs combined will be at the 300- and 400- level. Under the current middle grade science program, content courses and pedagogy courses are all part of the same major, so upper level pedagogy courses balance lower level content courses. Under the SKyTeach approach, students will instead complete an education major in CEBS and a content major in OCSE, requiring a splitting up of courses in the current program. The proposed program will actually **increase** the number of 300- and 400- content courses middle grade science teachers will take, as well as strengthening ties to OCSE. The following pages consist of an appendix in which the current and proposed programs are compared side by side and the items on the current Kentucky Core Content for Science Assessment at Middle School level are matched with the foundational content courses.
5. **Impact of proposed policy exception on existing academic or non-academic policies:** None. The current Middle Grade Major already has a 6-hour exemption.
6. **Proposed term for implementation:** Fall 2009
7. **Dates of prior committee approvals:**

Physics and Astronomy Department:

2/18/2009

Ogden Curriculum Committee

2/18/2009

UCC Academic Policy Subcommittee

_____3/16/2009_____

Undergraduate Curriculum Committee

March 26, 2009

University Senate

Comparison of Current and Proposed Middle School Science Programs

Note that the principle elements of this change are to split the current middle grade science major into two majors, replace the current pedagogy courses with the SMED courses, and increase the number and rigor of upper level content courses.

	Current Middle Grade Science Program^a	New Middle Grade Science Program
Earth and Space Science	GEOL 111/113 Physical Geology/ lab (3h/1h) GEOL 112/114 Earth History/lab (3h/1h) GEOG 121 Meteorology (3h) [Hidden requirement: ASTR 104 or 106 as prerequisite for ASTR 405] ASTR 405 Astronomy for Teachers (3h)	GEOL 111/113 Physical Geology/ lab (3h/1h) GEOL 112/114 Earth History/lab (3h/1h) <i>GEOL 308 Structural Geology (4h)^c</i> <i>GEOL 310 General Hydrology (3h)^c</i> <i>GEOL 311 Oceanography (3h)^c</i> <i>GEOL 325 Intro to Minerals and Rocks (3h)^c</i> <i>GEOL 380 Intro Field Techniques (3h)^c</i> <i>GEOL 405 Paleontology (4h)^c</i> <i>GEOG 427 Water Resources (3h)^c</i> <i>GEOG 471 Natural Resource Management (3h)^c</i> ASTR 104 Astronomy of the Solar System (3h) OR ASTR 106 Astronomy of Stellar Systems (3h) <i>ASTR 405 Astronomy for Teachers (3h)^c</i>
Biological Sciences	BIOL 120/121 Biological Concepts/lab (3h/1h) BIO 222/223 General Botany/lab (3h/1h) OR BIO 224/225 General Zoology/lab (3h/1h) BIOL 398 Undergraduate Seminar (1h) OR BIOL 475 Selected Topics in Biology (1-3h)	BIOL 120/121 Biological Concepts: Cells, Metabolism, and Genetics/lab (3h/1h) BIOL 122/123 Biological Concepts: Evolution, Diversity & Ecology/lab (3h/1h) <i>BIOL 325 Insect Biodiversity (3h)^c</i> <i>BIOL 326 Ornithology (3h)^c</i> <i>BIOL 327 Genetics (3h)^c</i> <i>BIOL 334 Animal Behavior (3h)^c</i> <i>BIOL 319/322 Introduction to Molecular and Cell Biology/lab (3h/1h)^c</i> <i>BIOL 348 Plant Taxonomy (3h)^c</i> <i>BIOL 350 Introduction to Recombinant Genetics (3h)^c</i> <i>BIOL 407 Virology (3h)^c</i> <i>BIOL 411/412 Cell Biology (3h/1h)^c</i> <i>BIOL 430 Evolution: Theory and Process (3h)^c</i>

Physical Sciences	CHEM 101/102 Introduction to Chemistry/lab (3h/1h) CHEM 105/106 General Chemistry/lab (3h/1h)				CHEM 105/106 Fund. of General Chemistry/lab (3h/1h) OR CHEM 120/121 College Chemistry I/lab (4h/1h)			
	CHEM 399 Research Problems in Chemistry (1h) PHYS 105 Concepts of the Physical World (3h)				PHYS 105 Concepts of the Physical World (3h) PHYS 201 College Physics I OR PHYS 231/232 Physics and Biophysics 1/lab (3h/1h) <i>PHYS 410 Physics for Teachers (3h)^c</i>			
Res.					SMED 360 Research Methods for Science and Math Teachers (3h)			
Pedagogy courses	MGE 275 Foundations of Middle Grades Instruction (3h)				SMED 101 Intro. to Inquiry-Based Approaches to Teaching (1h) SMED 102 Intro. to Inquiry Based Lesson Design (2h)			
	PSY 310 Educational Psychology (3h) PSY 421 Psychology of Early Adolescence (3h)				SMED 210 Knowing and Learning in Mathematics and Science (3h)			
	EXED 330 Intro to Exceptional Education: Diversity in Learning (3h)				EXED 330 Intro. to Exceptional Education: Diversity in Learning (3h)			
	LTCY 421 Reading in the Middle School (3h)							
	MGE 385 Middle Grades Teaching Strategies (3h)				SMED 320 Classroom Interactions (3h)			
					SMED 340 Perspectives on Science and Math. (3h)			
					SMED 360 Research Methods for Science and Math Teachers (3h)			
	MGE 479 Teaching Science (3h)				SMED 470 Project-Based Instruction (3h)			
	MGE 490 Student Teaching (10h)				MGE 490 Student Teaching (10h)			
	EDU 489 Student Teaching Seminar (3h)				SMED 489 Student Teaching Seminar (3h)			
Hours		100 & 200	300 & 400	Total		100 & 200	300 & 400	Total
	Content	33 ^b	9	42 ^b	Content	30	18	48
	Pedagogy	3	31	34	Pedagogy	6	28	34
	Total	36 ^b	40	76 ^b	Total	36	43 ^d	79 ^d

^a Source: 2007-2008 Undergraduate Catalog.

^b Hours include the unlisted prerequisite.

^c Restricted Elective, a total of 15 hours required.

^d Number of unduplicated hours.

Foundational Courses in MSSE

The large number of 100- and 200- level courses is necessary to cover all the topics that the middle school science teachers are expected to teach. The chart below lists the lower level core courses, the Kentucky Core Content for Assessment (CCA) items that correspond to each course, and the catalog description. The following pages describe what each CCA item is.

Class	Kentucky Core Content Items	Undergraduate Catalog description
ASTR 104	SC-06-2.3.1, SC-07-2.3.1, SC-07-2.3.3, SC-08-2.3.4, SC-07-4.6.1, SC-06-4.6.2	An introductory study of that portion of the physical universe extending beyond the earth from the sun to the outer limits of the solar system, including its relationship to the rest of the universe and to the earth. Topics include phenomena visible from earth, the earth's motions and timekeeping, eclipses, motions of planets and satellites, and the historical development of scientific understanding of the solar system. Comparison of physical properties among the sun, planets, and satellites interrelate the earth and its life forms with the extraterrestrial environment that supported the development and continuation of life on earth. This course contains an integral laboratory that includes planetarium exercises and evening observing sessions using telescopes.
ASTR 106		An introductory study of that portion of the physical universe in the space beyond the bounds of the solar system. Topics include the physical properties of stars and stellar systems, stellar formation and evolution, supernovas, pulsars, galaxies, quasars, black-holes, and cosmology-scientific theories of the origin, evolution, and fate of the universe on the grandest scale. Emphasis is given to the significance of these topics to the development and fate of the earth and its star. This course contains an integrated laboratory that includes planetarium exercises and evening observing sessions using telescopes. (fall, spring)
BIOL 120/121	SC-06-3.4.1, SC-07-3.4.1, SC-07-3.4.2, SC-08-3.4.2, SC-08-3.4.5, SC-06-3.5.2	Introductory course in biology that emphasizes cellular organization and processes, metabolism, DNA structure and replication, and Mendelian and population genetics.
BIOL 122/123	SC-08-1.1.4, SC-08-3.4.4, SC-06-3.5.1, SC-07-3.5.1, SC-08-3.5.1, SC-08-4.6.5, SC-06-4.7.1, SC-07-4.7.1, SC-08-4.7.1	Introductory course in biology that emphasizes evolutionary patterns and processes, diversity of life (bacteria, archaea, protists, plants, fungi, and animals), ecological principles, and conservation and management.
CHEM 105/106	SC-M6 1.1.1, SC-07-1.1.1, SC-08-1.1.1, SC-06-1.1.2, SC-08-1.1.2, SC-08-1.1.3	The first half of a one-year course predominantly for majors in agriculture and consumer and family sciences, and for non-science majors desiring a full year sequence in chemistry. It does not count toward a major or a minor in chemistry.
CHEM 120/121		The beginning course in chemistry for science majors and minors. It also can be used for general education requirement. Covering the first half of the standard first year chemistry course, it is recommended that high school chemistry and a strong high school mathematics background precede this course.
GEOL 111/113	SC-08-1.1.4, SC-06-2.3.2, SC-07-2.3.2, SC-08-2.3.2, SC-06-2.3.3, SC-06-4.6.1, SC-08-4.7.2	The study of Earth, including rocks, mineral resources, energy, soils, surface geologic processes, earthquakes and Earth's interior, global tectonics, hydrology, and environmental geology. Students electing to meet their general education laboratory requirement through GEOL 113 must simultaneously enroll in the GEOL 111 lecture course. Laboratory required for geology majors, minors, and some prospective science teachers, but is optional for most others.
GEOL 112/114	SC-07-2.3.1, SC-08-2.3.1, SC-08-2.3.2	Geologic study of Earth history: major land, sea, and life patterns throughout geologic time. Topics include the development of geology as a science, nature and significance of the fossil record, basic stratigraphic relations, theories

		concerning the origin of Earth and the solar system, prehistoric life, paleogeography, and global tectonics. Students electing to meet their general education laboratory requirement through GEOL 114 must simultaneously enroll in GEOL 112. The associated laboratory is required for geology majors, minors, and some prospective science teachers but is optional for most others.
PHYS 105	SC-M6 1.1.1, SC-08-1.1.2, SC-07-4.6.2, SC-06-4.6.3	A one-semester introduction to the concepts of physics for students planning to teach in elementary and middle schools. Topics include structure and properties of matter, mechanics, electricity, magnetism, heat, light and sound. Laboratory experiments are an integral part of this course.
PHYS 201	SC-06-1.2.1, SC-07-1.2.1, SC-07-4.6.2, SC-08-4.6.2, SC-08-4.6.3, SC-08-4.6.4	An introductory course for students majoring in applied sciences, emphasizing the application of basic physics principles through problem solving. Topics covered include mechanics, heat and thermodynamics, properties of matter and waves. Includes both lecture and laboratory components (No calculus is used.)

Kentucky Core Content for Middle School Science Item Key

Source: *Core Content for Science Assessment: Middle School*, Version 4.1, Kentucky

Department of Education (2006) <http://www.kde.state.ky.us/>

SC-M6 1.1.1—Students will explain how or why mixtures can be separated using physical properties.

SC-07-1.1.1—Students will:

- classify substances according to their chemical/reactive properties;
- infer real life applications for substances based on chemical/reactive properties.

SC-08-1.1.1—Students will:

- interpret models/representations of elements;
- classify elements based upon patterns in their physical (e.g., density, boiling point, solubility) and chemical (e.g., flammability, reactivity) properties.

SC-06-1.1.2—Students will identify and describe evidence of chemical and physical changes in matter.

SC-07-1.1.2—Students will:

- classify elements and compounds according to their properties;
- compare properties of different combinations of elements.

SC-08-1.1.2—Students will understand that matter is made of minute particles called atoms, and atoms are composed of even smaller components. The components of an atom have measurable properties such as mass and electrical charge. Each atom has a positively charged nucleus surrounded by negatively charged electrons. The electric force between the nucleus and the electrons holds the atom together.

SC-08-1.1.3—Students will understand that the atom's nucleus is composed of protons and neutrons that are much more massive than electrons.

SC-08-1.1.4—Students will describe interactions which cause the movement of each element among the solid Earth, oceans, atmosphere and organisms (biogeochemical cycles).

SC-06-1.2.1—Students will describe friction and make inferences about its effects on the motion of an object.

SC-07-1.2.1—Students will explain the cause and effect relationship between simple observable motion and unbalanced forces.

SC-08-1.2.1—Students will describe and explain the effects of balanced and unbalanced forces on motion as found in real-life phenomena.

SC-06-2.3.1—Students will explain and predict phenomena (e.g., day, year, moon phases, eclipses) based on models/representations or data related to the motion of objects in the solar system (e.g., earth, sun, moon).

SC-07-2.3.1—Students will make inferences and predictions related to changes in the Earth's surface or atmosphere based on data/evidence.

SC-08-2.3.1—Students will describe various techniques for estimating geological time (radioactive dating, observing rock sequences, comparing fossils).

SC-06-2.3.2—Students will explain cause and effect relationships in the Rock cycle.

SC-07-2.3.2—Students will explain the layers of the Earth and their interactions.

SC-08-2.3.2—Students will understand that earthquakes and volcanic eruptions can be observed on a human time scale, but many processes, such as mountain building and plate movements, take place over hundreds of millions of years.

SC-06-2.3.3—Students will compare constructive and destructive forces on Earth in order to make predictions about the nature of landforms.

SC-07-2.3.3—Students will describe the concept of gravity and the effect of gravitational force between the sun, moon and Earth.

SC-08-2.3.3—Students will:

- explain the transfer of Earth's internal heat in the mantle (crustal movement, hotspots, geysers);
- describe the interacting components (convection currents) within the Earth's system.

SC-08-2.3.4—Students will understand that the Sun, Earth and the rest of the solar system formed approximately 4.6 billion years ago.

SC-06-3.4.1—Students will describe the relationship between cells, tissues and organs in order to explain their function in multicellular organisms.

SC-07-3.4.1—Students will:

- describe the role of genes/chromosomes in the passing of information from one generation to another (heredity);
- compare inherited and learned traits.

SC-08-3.4.1—Students will explain the relationship between structure and function of the cell components using a variety of representations.

SC-07-3.4.2—Students will describe and compare sexual and asexual reproduction.

SC-08-3.4.2—Students will understand that in the development of multicellular organisms, cells multiply (mitosis) and differentiate to form many specialized cells, tissues and organs. This differentiation is regulated through the expression of different genes.

SC-06-3.4.2—Students will make inferences about the factors influencing behavior based on data/evidence of various organism's behaviors.

SC-08-3.4.3—Students will form or justify conclusions as to whether a response is innate or learned using data/evidence on behavioral responses to internal and external stimuli.

SC-08-3.4.4—Students will describe and explain patterns found within groups of organisms in order to make biological classifications of those organisms.

SC-08-3.4.5—Students will understand that multicellular animals have nervous systems that generate behavior. Nerve cells communicate with each other by secreting specific molecules.

SC-06-3.5.1—Students will explain that biological change over time accounts for the diversity of species developed through gradual processes over many generations.

SC-07-3.5.1—Students will:

- describe the usefulness of fossil information to make conclusions about past life forms and environmental conditions;
- explain the cause and effect relationship of the extinction of a species and environmental changes.

SC-08-3.5.1—Students will draw conclusions and make inferences about the consequences of change over time that can account for the similarities among diverse species.

SC-06-3.5.2—Students will understand that regulation of an organism's internal environment involves sensing the internal environment and changing physiological activities to keep conditions within the range required to survive. Maintaining a stable internal environment is essential for an organism's survival.

SC-06-4.6.1—Students will describe or explain the cause and effect relationships between oceans and climate.

SC-07-4.6.1—Students will understand that Earth systems have sources of energy that are internal and external to the Earth. The Sun is the major external source of energy.

SC-08-4.6.1—Students will:

- explain the cause and effect relationships between global climate and energy transfer;
- use evidence to make inferences or predictions about global climate issues.

SC-06-4.6.2—Students will describe:

- the effect of the Sun's energy on the Earth system;
- the connection/relationship between the Sun's energy and seasons.

SC-07-4.6.2—Students will:

- describe the transfer and/or transformations of energy which occur in examples that involve several different forms of energy (e.g., heat, electrical, light, motion of objects and chemical).
- Explain, qualitatively or quantitatively, that heat lost by hot object equals the heat gained by cold object.

SC-08-4.6.2—Students will:

- describe or explain energy transfer and energy conservation;
- evaluate alternative solutions to energy problems.

SC-06-4.6.3—Students will understand that, on its own, heat travels only from higher temperature object/region to lower temperature object or region. Heat will continue to flow in this manner until the objects reach the same temperature. For example, a cup of hot water will continue to cool down until it comes to the same temperature as the surrounding area. Usually when heat is transferred to or from an object, the temperature changes. The temperature increases if heat is added and the temperature decreases if the heat is removed.

SC-08-4.6.3—Students will understand that all energy can be considered to be kinetic energy, potential energy, or energy contained by a field (e.g., electric, magnetic, gravitational).

SC-07-4.6.3—Students will understand that waves are one way that energy is transferred. Types of waves include sound, light, earthquake, ocean and electromagnetic.

SC-08-4.6.4—Students will:

- analyze information/data about waves and energy transfer;
- describe the transfer of energy via waves in real life phenomena.

SC-07-4.6.4—Students will describe or represent the flow of energy in ecosystems, using data to draw conclusions about the role of organisms in an ecosystem.

SC-08-4.6.5—Students will:

- describe the relationships between organisms and energy flow in ecosystems (food chains and energy pyramids);
- explain the effects of change to any component of the ecosystem.

SC-06-4.7.1—Students will describe the consequences of change in one or more abiotic factors on a population within an ecosystem.

SC-07-4.7.1—Students will compare abiotic and biotic factors in an ecosystem in order to explain consequences of change in one or more factors.

SC-08-4.7.1—Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.

SC-08-4.7.2—Students will:

- explain the interactions of the components of the Earth system (e.g., solid Earth, oceans, atmosphere, living organisms);
- propose solutions to detrimental interactions.

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

Contact Person: Steve Huskey, Ph.D., steve.huskey@wku.edu, 745-2062

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: BIOL 477
- 1.2 Course title: Marine Biology
- 1.3 Abbreviated course title: Marine Biology
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: BIOL 224/225 or consent of instructor
- 1.7 Course catalog listing:
Marine organisms are examined within a framework of basic biological principles and processes that are fundamental to all forms of life in the sea, including evolution, ecology, biodiversity, biogeography, behavior, and physiology.

2 Rationale

- 2.1 Reason for developing the proposed course: This course will provide undergraduate students with an opportunity to better understand how marine environments shape the evolution of life as we know it, affect the global patterns of environmental change, and act as indicators of global health. Students will gain an understanding of the diverse life within the marine environment, as well as the mechanisms by which resources are utilized by marine organism
- 2.2 Projected enrollment in the proposed course: Based on a previous, one-time special topics course offered within the Biology Department, 30-40 undergraduates are expected to enroll in this course
- 2.3 Relationship of the proposed course to courses now offered by the department: The biology department currently does not regularly offer any courses in marine science other than a study abroad course on coral reef ecology in Belize; this course would fill a niche that is unrepresented. There may be some slight overlap with current courses, such as: BIOL 224/225- Zoology, BIOL 456- Ichthyology, and BIOL 497- Aquatic Field Ecology.
- 2.4 Relationship of the proposed course to courses offered in other departments: BIOL 477 would compliment GEOL 311- Oceanography, as well as multiple water resource, hydrology, and climatology courses within the Department of Geography and Geology.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many of our benchmarks offer a Marine Biology course. For those that do not list a specific Marine Biology course as a regular offering, many of them offer the course as a special topics course, oftentimes taught in a tropical setting.
App. State: BIO 3310 - Marine Sciences
Ball State: BIO 483/583 - Marine Biology
Central Missouri: BIO 4953 - Marine Biology

East Carolina: BIO 3660 - Intro. to Marine Biology
 East Tennessee State: BIO 4957 - Marine Biology
 Eastern Michigan: BIO 369 - Principles of Tropical Marine Ecology
 Eastern Illinois: BIO 3888 - Subtropical and Marine Ecology
 UNC Greensboro: BIO 420 - Marine Biology
 U of South Alabama: BLY 367 - Marine Biology
 West Chester U: BIO 313 - Marine Biology
 Western Illinois U: BIO 416 - Marine Mammalogy

3. **Discussion of proposed course:**

- 3.3 Course objectives: The objective of BIOL 477 are: to expose students to the environment from which all life evolved; to help students understand the significance of ocean health for global well-being; and to expose students to a survey of the most diverse living arena on the planet so they will appreciate marine biodiversity and its ecological significance.
- 3.4 Content outline:
- Principles of marine biology
 - Sounding the deep
 - The oceanic environment
 - Ecological and evolutionary principles
 - Marine organisms: functions and environment
 - The chemical and physical environment
 - Life in a fluid medium
 - Reproduction, dispersal, and migration
 - Organisms of the open sea
 - The water column: plankton
 - The water column: nekton
 - Organisms of the sea bed
 - The diversity of benthic marine invertebrates
 - Seaweeds, sea grasses, and benthic microorganisms
 - Benthic life habits
 - Coastal benthic environments
 - The tidelands: rocky shores, soft-substratum shores, marshes, mangroves, and estuaries
 - Sea grass beds, kelp forests, rocky reefs, and coral reefs
 - Processes on the sea bed, from the shelf to the deep
 - From the continental shelf to the deep sea
 - Biodiversity and conservation of the ocean
 - Human impact on the sea
 - Food from the sea
 - Marine pollution
- 3.5 Student expectations and requirements: Student performance will be evaluated on a combination of lecture exams and contributions to class discussions of contemporary topics and movie presentations. Attendance will be required.
- 3.6 Tentative texts and course materials:
Marine Biology—Function, Biodiversity, Ecology, 3rd ed., 2009, J.S. Levinton

4. Resources:

- 4.1 Library resources: Adequate library resources exist to offer such a course (see attachment). Any materials not present in the library will be supplemented from the instructor's personal library.
- 4.2 Computer resources: Current resources are adequate.

5. Budget implications:

- 5.1 Proposed method of staffing: No additional staffing required.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Biology Department February 13, 2009

Ogden College Curriculum Committee March 5, 2009

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MATH 127
- 1.2 Course title: Applied Geometry
- 1.3 Abbreviated course title: Applied Geometry
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L (lecture)
- 1.6 Prerequisites/corequisites: MATH 116/116E with grade of C or better, or Math ACT and MPE scores that qualify student for Math 117
- 1.7 Course catalog listing: Euclidean geometry with historical applications, including tilings, fractals, circular and spiral designs, celestial themes, special topics in linear algebra, and the origins of perspective.

2. Rationale:

- 2.1 Reason for developing the proposed course: MATH 127 is being developed in response to a request from the Architectural and Manufacturing Sciences Department for a course that would reinforce topics in geometry that have applications in architectural science and construction management.
- 2.2 Projected enrollment in the proposed course: Approximately 25 students per semester, based upon the number of students in the AMS programs and potential students from other departments (e.g. Art, or Design, Merchandising and Textiles).
- 2.3 Relationship of the proposed course to courses now offered by the department: Other geometry courses in the Department of Mathematics are MATH 323 and 423, Geometry I and II, which provide an axiomatic examination of Euclidean and hyperbolic geometry (for mathematics majors) and Math 403, Geometry for Elementary and Middle School Teachers. None of these courses provides the emphasis on applications to such fields as art and architecture contained in the proposed course.
- 2.4 Relationship of the proposed course to courses offered in other departments: No other department in the university offers such a course in geometry, but other departments, such as Art or Design, Merchandising and Textiles, might be interested in recommending MATH 127 to their students.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Similar courses have been taught throughout the world. For instance: Math 5, *Geometry of Art and Architecture*, at Dartmouth College; GEK1518, *Mathematics*

in Art and Architecture, at the National University of Singapore, and *Art Architecture and Mathematics*, at Leeds University.

3. Discussion of proposed course:

3.1 Course objectives:

Upon completion of MATH 127, students will

- Understand the foundations of Euclidean geometry
- Appreciate the historical significance of the study of geometry
- Be able to recognize and replicate applications of geometry in art and architecture

3.2 Content outline:

- Ratio, proportion, and music
- Elementary linear algebra
- Golden Ratio and Fibonacci Numbers
- Triangles
- Quadrilaterals and polygons
- The circle and its use in architecture
- Ellipses and spirals
- Solids and the use of polyhedra in art
- The sphere and celestial themes
- Origins of perspective
- Fractals

3.3 Student expectations and requirements: Students will be expected to complete assignments and projects, possibly in teams. The course will include tests and a comprehensive final exam.

3.4 Tentative texts and course materials: Calter, P., *Squaring the Circle: Geometry in Art and Architecture*, Key College Publishing, 2008, ISBN 1-930190-82-4 or similar text

4. Resources:

4.1 Library resources: Existing library resources are sufficient.

4.2 Computer resources: None

5. Budget implications:

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

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: 200930

7. Dates of prior committee approvals:

Department of Mathematics and Computer Science
OCSE Curriculum Committee
Undergraduate Curriculum Committee
University Senate

2/27/2009
March 5, 2009
March 26, 2009

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Scott Bonham, scott.bonham@wku.edu, 745-6196

1. Identification of program:

- 1.1 Program title: Middle School Science Education
- 1.2 Degree: Bachelor of Science
- 1.3 Classification of Instructional Program (CIP) Code: 13.1316
- 1.4 Required hours in proposed major program: 48
- 1.5 Special information: The Middle School Science major is designed to prepare grade 5-9 science teachers to teach earth and space sciences, life sciences, and physical sciences. Western Kentucky University's ability to produce certified teachers is granted through Kentucky's Education Professional Standards Board (EPSB), which is responsible for issuing certificates for all Kentucky teachers. The EPSB reviews all teacher preparation programs, considering, among other factors, evidence of alignment between the courses in each program with the Kentucky Curriculum and Assessment requirements as specified in the Learner Goals based on Academic Expectations, the Kentucky Program of Studies and the Core Content for the Commonwealth Accountability Testing System (CATS). This alignment must establish in detail how the necessary knowledge is delivered through each of the relevant courses in the teacher preparation curriculum leading to a specified certification. The Middle School Science Education program is designed to provide that content knowledge.
- 1.6 Program admission requirements: Students entering the Middle School Science program will not have to satisfy any admission requirements beyond those established for admission to the University.
- 1.7 Catalog description:

The Middle School Science Education major (MSSE, reference number *TBA*) is for students who plan to teach science in grades 5 through 9. The MSSE major requires completion of the Science and Mathematics Education (SMED) program also. Upon successful completion of both majors, the student will earn a Bachelor of Science degree and will qualify for an institutional recommendation for a Kentucky Provisional Certificate for Teaching in the Middle Grades (5-9) science field.

To earn a MSSE major the student must earn a grade of "C" or better in each of the required core science courses (33 semester credit hours) and in each of the minimum of 15 semester credit hours of courses selected from the list of restricted electives. MSSE majors must earn a grade of "C" or better in a mathematics course chosen from MATH 117, 118 or 126. Students must have an overall grade point average of at least 2.5 for all completed science courses. Students who complete this major will receive a 6 hour waiver of the university requirement

that at least half the minimum hours in the major must be at the 300- or 400-level.

Students seeking academic advising with regard to preparation as a mathematics or science teacher should contact the SKyTeach office, Hardin Planetarium, (270)745-3900, or refer to the SKyTeach web site - <http://skyteach.wku.edu> for additional information.

Upon completing the appropriate certification requirements (including attaining a 2.5 GPA in both majors and overall and the minimum required scores on the appropriate PRAXIS II examinations) the student will be eligible to apply for Kentucky certification for Middle Grades Science, Grades 5-9.

Required Core (33 or 34 semester credit hours)

	3 hrs	ASTR 104	Astronomy of the Solar System
or	3 hrs	ASTR 106	Astronomy of Stellar Systems
	3/1 hrs	GEOL 111/113	The Earth
	3/1 hrs	GEOL 112/114	Earth History
	3/1 hrs	BIOL 120/121	Biological Concepts: Cells, Metabolism, and Genetics
	3/1 hrs	BIOL 122/123	Biological Concepts: Evolution, Diversity & Ecology
	3/1 hrs	CHEM 105/106	Fundamentals of General Chemistry
or	4/1 hrs	CHEM 120/121	College Chemistry I
	3 hrs	PHYS 105	Concepts of the Physical World
	4 hrs	PHYS 201	College Physics I
or	3/1 hrs	PHYS 231/232	College Physics and Biophysics I
	3 hrs	SMED 360	Research Methods for Science and Math Teachers

Restricted Electives (Minimum of 15 semester credit hours required, representing at least three of the five science disciplines. Asterisk indicates that another restricted elective is a pre-requisite.)

	3 hrs	ASTR 405	Astronomy for Teachers
	4 hrs	GEOL 308	Structural Geology
	3 hrs	GEOL 310	General Hydrology
	3 hrs	GEOL 311	Oceanography
	3 hrs	GEOL 325	Intro to Minerals and Rocks
	3 hrs	GEOL 380	Intro Field Techniques
	4 hrs	GEOL 405	Paleontology
	3 hrs	GEOG 427*	Water Resources
	3 hrs	GEOG 471	Natural Resource Management
	3 hrs	BIOL 325	Insect Biodiversity
	3 hrs	BIOL 326	Ornithology
	3 hrs	BIOL 327	Genetics
	3 hrs	BIOL 334	Animal Behavior
	3/1 hrs	BIOL 319/322	Introduction to Molecular and Cell Biology
	3 hrs	BIOL 348	Plant Taxonomy
	3 hrs	BIOL 350*	Introduction to Recombinant Genetics

3 hrs	BIOL 407	Virology
3/1 hrs	BIOL 411/412*	Cell Biology
3 hrs	BIOL 430*	Evolution: Theory and Process
3 hrs	PHYS 410	Physics for Teachers

2. **Rationale:**

2.1 Reason for developing the proposed major program:

The lack of certified science and mathematics teachers is a critical concern for schools in Kentucky and throughout the United States. Nationally, about one-third of high school math students and two-thirds of those enrolled in physical science have teachers who did not major in the subject in college or are not certified to teach it. Students are falling behind in the essential subjects of math and science, putting the United States' position in the global economy at serious risk. Only 29% of U.S. fourth grade students, 33% of eighth grade students, and barely 18% of 12th grade students perform at or above the proficient level in National Assessment of Educational Progress (NAEP) science test. Within the nation, Kentucky students rank in the bottom third. Kentucky is in the bottom 10% of the United States in workforce education, the number of scientists and engineers, the number of high tech businesses, and the number of high tech jobs. Competent and engaged teachers are needed to inspire students to pursue a career in math and science, improve student achievement and produce a better-prepared workforce.

The Middle School Science Education degree will satisfy the conditions of the funding agreement with the National Math and Science Initiative (NMSI) for WKU to be one of the ten national awardees for replication of the University of Texas at Austin's nationally recognized UTeach program for science and math teacher preparation. Recognizing that an essential condition for student achievement in mathematics and science is a teacher with strong content knowledge, the University of Texas at Austin started the UTeach mathematics and science teacher preparation program in 1997. In the first ten years of operation, UTeach is responsible for increasing the number of students seeking certification as middle or high school math and science teachers from fewer than 45 students to over 450. Among the many important factors in this incredible improvement are the redesign of the UTeach education curriculum to focus specifically on mathematics and science teaching and the strong content background that each student receives through either a math or science degree.

2.2 Projected enrollment in the proposed major program:

Based on the current number of students currently seeking certification as middle grades science or mathematics teachers, and assuming a growth comparable to that experienced by the University of Texas at Austin's UTeach program, about twenty students per year are projected to graduate with a Middle School Science Education (MSSE) degree.

2.3 Relationship of the proposed major program to other programs now offered by the department: This program will shift the content preparation for middle school science teachers from the department of Curriculum and Instruction to the SKyTeach program, through the department of Physics and Astronomy.

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

The MSSE program will replace the current Middle Grades Education (MGE) program for science or mathematics teachers. The requirements for the MSSE program are an expansion of the current single field science specialization of the existing MGE major. Students seeking certification as a middle grades science teacher will now be required to complete the requirements for both the SMED major and the MSSE major. Requirements for additional elective upper division science courses have been added to satisfy University policies regarding credit hours earned in 300 and 400 level courses.

- 2.5 Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): No other institution in Kentucky requires a separate science major for its middle school science teacher certification candidates, instead housing the preparation for middle grade education in an education department. Because teacher certification regulations differ substantially from state to state, it is not meaningful to compare our program to those in other states.
- 2.6 Relationship of the proposed major program to the university mission and objectives: This MSSE program will increase student learning by implementing a pathway to teacher certification for science and mathematics teachers that insures content expertise alongside pedagogical content knowledge and will improve the quality of life in Kentucky and beyond by preparing highly qualified middle grades and secondary mathematics and science teachers who will reside in Kentucky communities and prepare a new generation of highly educated, technologically skilled citizens.

3. Objectives of the proposed major program:

The proposed major program, when combined with the SMED major, is designed to integrate content and pedagogy and to prepare prospective teachers with a deep understanding of how to teach math and science content effectively. Recognition of the importance of content courses in teacher preparation programs has increased as mathematics and science teachers' deficiencies have become more politicized (Sanders and Morris, 2000). The U.S. Department of Education recently produced a report that challenges current methods of teacher training and places a new charge on discipline-specific departments "... the only measurable teacher attributes that relate directly to improved student achievement are high verbal ability and solid content knowledge" (Paige, 2002, <http://www.title2.org/ADATitleIIReport2002.pdf>).

The Teaching Principle from the Principles and Standards for School Mathematics states that, "Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well" (NCTM, 2000). Effective teachers must have a profound understanding of mathematics (Ma, 1999). A profound understanding, in Ma's description, has three related meanings: deep, vast, and thorough. A deep understanding is one that connects mathematics with ideas of greater conceptual power. Vast refers to connecting topics of similar conceptual power. Thoroughness is the capacity to weave all parts of the subject into a coherent whole. "Effective teachers are able to guide their students from their current understandings to further learning and prepare them for future travel" (National Research Council, 2001).

4. Program description:

4.1 Curriculum:

To complete a MSSE major the student must earn a grade of “C” or better in each of the required core science courses (33 semester credit hours) and in each of the minimum of 15 semester credit hours of courses selected from the list of restricted electives. MSSE majors must earn a grade of “C” or better in a mathematics course chosen from MATH 117, 118 or 126. Students must have an overall grade point average of at least 2.5 for all completed science courses. SMED 360 is a required course for the SMED part of the major and is a science or math research oriented course.

Required Core (33 or 34 semester credit hours)

	3 hrs	ASTR 104	Astronomy of the Solar System
or	3 hrs	ASTR 106	Astronomy of Stellar Systems
	3/1 hrs	GEOL 111/113	The Earth
	3/1 hrs	GEOL 112/114	Earth History
	3/1 hrs	BIOL 120/121	Biological Concepts: Cells, Metabolism, and Genetics
	3/1 hrs	BIOL 122/123	Biological Concepts: Evolution, Diversity & Ecology
	3/1 hrs	CHEM 105/106	Fundamentals of General Chemistry
or	4/1 hrs	CHEM 120/121	College Chemistry I
	3 hrs	PHYS 105	Concepts of the Physical World
	4 hrs	PHYS 201	College Physics I
or	3/1 hrs	PHYS 231/232	College Physics and Biophysics I
	3 hrs	SMED 360	Research Methods for Science and Math Teachers

Restricted Electives (Minimum of 15 semester credit hours required, representing all three disciplines. Asterisk indicates that another restricted elective is a pre-requisite.)

3 hrs	ASTR 405	Astronomy for Teachers
4 hrs	GEOL 308	Structural Geology
3 hrs	GEOL 310	General Hydrology
3 hrs	GEOL 311	Oceanography
3 hrs	GEOL 325	Intro to Minerals and Rocks
3 hrs	GEOL 380	Intro Field Techniques
4 hrs	GEOL 405	Paleontology
3 hrs	GEOG 427*	Water Resources
3 hrs	GEOG 471	Natural Resource Management
3 hrs	BIOL 325	Insect Biodiversity
3 hrs	BIOL 326	Ornithology
3 hrs	BIOL 327	Genetics
3 hrs	BIOL 334	Animal Behavior
3/1 hrs	BIOL 319/322	Introduction to Molecular and Cell Biology
3 hrs	BIOL 348	Plant Taxonomy

3 hrs	BIOL 350*	Introduction to Recombinant Genetics
3 hrs	BIOL 407	Virology
3/1 hrs	BIOL 411/412*	Cell Biology
3 hrs	BIOL 430*	Evolution: Theory and Process
3 hrs	PHYS 410	Physics for Teachers

- 4.2 Accreditation, certification, approval, and/or licensure: WKU's professional education unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and all teacher preparation programs at WKU are approved by Kentucky's Education Professional Standards Board (EPSB). Approval of the MSSE program by the EPSB will allow program graduates to receive WKU's recommendation for middle grades science certification (Grades 5-9). While the College of Education and Behavioral Sciences assumes primary responsibility for the professional preparation of teachers, the opportunity to educate teachers for the schools of the Commonwealth and the nation is shared by the university as a whole.
- 4.3 Program delivery: Courses in the MSSE program will be taught by faculty from the departments of Biology, Chemistry, Geology & Geography, and Physics & Astronomy. Students seeking a MSSE major will be required to earn a second major in SMED. Throughout the program students will experience teaching first hand and they will work with SKyTeach Master Teachers to reflect on and grow from their teaching experiences.

5. Resources

- 5.1 Faculty: Existing staffing levels are adequate to deliver the courses for this program since no new courses are required for the Middle School Science Education curriculum.
- 5.2 Technological and electronic informational resources (e.g., databases, e-journals): No additional resources will be required.
- 5.3 Facilities and equipment: No additional resources will be required.

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

7. Dates of prior committee approvals:

Department of Physics and Astronomy: 21 November 2008

Ogden College Curriculum Committee: 4 December 2008

Professional Education Council: 10 December 2008

Undergraduate Curriculum Committee: March 26, 2009

University Senate: _____

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

Contact Person: LeAnne Coder; Leanne.coder@wku.edu; 745-2876

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MGT 383
- 1.2 Course title: Human Resource Information Systems
- 1.3 Abbreviated course title: HR Info Systems
- 1.4 Credit hours and contact hours: 3 hours; 3 hours
- 1.5 Type of course: L - Lecture
- 1.6 Prerequisites/corequisites: Prereq: MGT 311
- 1.7 Course catalog listing: Study of the components of an HRIS and how one can be used to create a competitive advantage. Spreadsheet analysis will be also be used to develop analytical skills.

2. Rationale:

- 2.1 Reason for developing the proposed course: This is a relatively new area of human resources management. The technology based course will teach students about the components of an HRIS and how it can be used to create a competitive advantage as well as complying with federal report laws. Analytical thinking and spreadsheet analysis will also be used. This course is needed in order to conform to the new HR Education and Program Guidelines established by the Society of Human Resource Management (SHRM).
- 2.2 Projected enrollment in the proposed course: 30/semester
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will supplement the other HR courses by teaching the technological systems of HR.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course will focus on quantitative analysis techniques and systems needed for HR professionals.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This is relatively new area of HR curriculum. Leading institutions are beginning to offer these types of courses and this topic area will soon be a standard course in HR education. It is also a requirement for the new SHRM Guidelines for HR Education.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - This course will allow students to develop an understanding about the technical aspects of Human Resources Management and how a robust HRIS can give an organization a competitive advantage.
- 3.2 Content outline:
 - What is HRIS, its components, different systems

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

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

Contact Person: LeAnne Coder; Leanne.coder@wku.edu; 745-2876

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MGT 495
- 1.2 Course title: Strategic Human Resources Management
- 1.3 Abbreviated course title: Strategic HR Mgmt
- 1.4 Credit hours and contact hours: 3 hours; 3 hours
- 1.5 Type of course: L - Lecture
- 1.6 Prerequisites/corequisites: Prereq: MGT 311 and MGT 305
- 1.7 Course catalog listing: HR capstone course using case studies to evaluate the role human resources management plays in an organization. Discussions center around how talent can be used to support an organization's strategic direction and create a competitive advantage.

2. Rationale:

- 2.1 Reason for developing the proposed course: This is a relatively new area of human resources management. Strategic human resources management will teach students how to evaluate the human capital needs and capabilities of an organization and how to develop a plan to deal with any shortage or surplus. This course is needed in order to conform to the new HR Education and Program Guidelines established by the Society of Human Resource Management (SHRM).
- 2.2 Projected enrollment in the proposed course: 30
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will tie together the other HR courses as a capstone HR course.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course does not overlap or relate to any other courses on the WKU campus.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This is relatively new area of HR curriculum. Leading institutions are beginning to offer these types of courses and this topic area will soon be a standard course in HR education. It is also a requirement for the new SHRM Guidelines for HR Education.

3. Discussion of proposed course:

- 3.1 Course objectives:

This course will allow students to develop a method for analyzing the talent needs of an organization in order to ensure that the organization has the right people in the right place at the right time to support the organization's strategic direction.
- 3.2 Content outline:
 - HR's role in organizations

- HR's role in supporting organizational strategy
 - Workforce planning and talent management to identify critical talent needs.
 - The impact of globalization on human capital
 - The people aspects of mergers, acquisitions, and downsizing.
 - HR metrics (e.g. turnover ratios and costs, cost per hire, cost of layoffs)
- 3.3 Student expectations and requirements: Exams, case analyses (individual and group), and class discussion
- 3.4 Tentative texts and course materials: Beyond HR by Boudrea and Ramstad; Strategy and Human Resource Management by Boxall and Purcell; Case pack from Harvard Business and Stanford.
- 4. Resources:**
- 4.1 Library resources: No new resources needed. Existing electronic databases to research organizations will be used for case analyses.
- 4.2 Computer resources: PC using MS Office (primarily Excel, Word)
- 5. Budget implications:**
- 5.1 Proposed method of staffing: Current management faculty will 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: Fall 2009**
- 7. Dates of prior committee approvals:**
- | | |
|------------------------------------|-------------------|
| Management Department: | <u>02/27/2009</u> |
| GFCB Curriculum Committee | <u>03/05/2009</u> |
| Undergraduate Curriculum Committee | March 26, 2009 |
| University Senate | _____ |

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Gordon Ford College of Business
Department of Management
Proposal to Revise A Program
(Action Item)**

Contact Person: LeAnne Coder; Leanne.coder@wku.edu; 270-745-2876

- 1. Identification of program:**
 - 1.1 Current program reference number: 723
 - 1.2 Current program title: Management – Human Resources Concentration
 - 1.3 Credit hours: 73
- 2. Identification of the proposed program changes:**
Rename , remove, and add courses to an existing concentration (Human Resources Management)
- 3. Detailed program description:**

Current Program	Proposed Changes
<p>The Human Resources Management (HRM) concentration of the Management Major (reference number 723) is designed to develop skills for managing an essential resource of any organization – its employees. Because of the importance of increasing human productivity, human resource management is viewed as a key contributor to organizational effectiveness and achievement of strategic goals. Human resources managers are frequently involved in top level decision making. Courses required in the HRM concentration include: Organization and Management (MGT 210), Critical Thinking (MGT 305) or Calculus (MATH 119), Human Resource Management (MGT 311), Decision Modeling (MGT 313), Operations Management (MGT 314), Organizational Behavior (MGT 417), Labor Economics (ECON 305), Business Communication Fundamentals (MGT 361) or Business Writing (ENG 306) or Technical Writing (ENG 307), Senior Assessment (MGT 499), a Professional Elective, a Management Elective, and Strategy and</p>	<p>The Human Resources Management (HRM) concentration of the Management Major (reference number 723) is designed to develop skills for managing an essential resource of any organization – its employees. Because of the importance of increasing human productivity, human resource management is viewed as a key contributor to organizational effectiveness and achievement of strategic goals. Human resources managers are frequently involved in top level decision making. Courses required in the HRM concentration include: Organization and Management (MGT 210), Critical Thinking (MGT 305) or Calculus (MATH 119), Human Resource Management (MGT 311), Decision Modeling (MGT 313), Operations Management (MGT 314), Organizational Behavior (MGT 417), Labor Economics (ECON 305), Business Communication Fundamentals (MGT 361) or Business Writing (ENG 306) or Technical Writing (ENG 307), Senior Assessment (MGT 499), Strategy and</p>

<p>Policy (MGT 498) or Small Business Analysis (MGT 496). Students are also required to select three from the following four HRM courses: Personnel Assessment (MGT 411), Compensation Administration (MGT 414), Management of Labor Relations (MGT 416), and/or Training in Business and Industry (MGT 473). The HRM concentration is designed to prepare students for a rewarding career as a specialist in an area such as recruitment and selection, training and development, compensation and benefits administration, or labor relations.</p> <p><i>Current Course Requirements</i> MGT 210 – Organization and Management MGT 305 – Critical Thinking/MATH 119 – Calculus MGT 311 – Human Resource Management MGT 314 – Operations Management ECON 305 – Labor Economics MGT 417 – Organizational Behavior MGT 361/ENG 306/ENG 307 MGT 498 – Strategy and Policy/MGT 496 – Small Business Analysis MGT 499 – Senior Assessment MGT 313 – Decision Modeling MGT Elective HRM Elective HRM Elective HRM Elective Professional Elective</p>	<p>Policy (MGT 498) or Small Business Analysis (MGT 496), Effective Staffing Practices (MGT 411) Compensation Administration (MGT 414), Training and Development (MGT 473), Strategic Human Resources Management (MGT 495),and Employment Law (MGT 400) or Management of Labor Relations (MGT 416) or Conflict Resolution (MGT 419) or other approved elective. The HRM concentration is designed to prepare students for a rewarding career as a specialist in an area such as recruitment and selection, training and development, compensation and benefits administration, or labor relations.</p> <p><i>Proposed Course Requirements</i> MGT 210 – Organization and Management MGT 305 – Critical Thinking/MATH 119 – Calculus MGT 311 – Human Resource Management MGT 314 – Operations Management ECON 305 – Labor Economics MGT 417 – Organizational Behavior MGT 361/ENG 306/ENG 307 MGT 498 – Strategy and Policy/MGT 496 – Small Business Analysis MGT 499 – Senior Assessment MGT 313 – Decision Modeling MGT 411 – Effective Staffing Practices MGT 414 – Compensation Administration MGT 473 – Training and Development MGT 495 – Strategic HRM One from the following: MGT 400 (Employment Law) or MGT 416 (Labor Relations) or MGT 419 (Conflict Resolution) or other approved elective.</p>
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4. Rationale for the proposed program change:

The proposed changes will require all HR students take the same courses resulting in a more consistent education for our students. The changes will also ensure that the WKU curriculum aligns with the Society of Human Resources Management (SHRM) HR Education Initiation and Program Guidelines making us one of only a handful of undergraduate programs in the U.S. to meet these guidelines.

5. Proposed term for implementation: Fall 2009

6. Dates of prior committee approvals:

Management Department: 02/27/2009

GFCB Curriculum Committee 03/05/2009

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Program Inventory Form

**Gordon Ford College of Business
Department of Management
Proposal to Create a New Major Program
(Action Item)**

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

1. Identification of program:

- 1.1 Program title: International Business
- 1.2 Degree: Bachelor of Science
- 1.3 Classification of Instructional Program Code (CIP): 52.1101
- 1.4 Required hours in proposed major program: 73
- 1.5 Special information: N/A
- 1.6 Program admission requirements: Admission to the Gordon Ford College of Business
- 1.7 Catalog description:

The objective of the international business (IB) major is to prepare students to succeed in the increasingly competitive and interdependent world of international business. The IB program equips students for global careers by providing sound business skills, geo-political understanding, language skills, and cultural and value awareness of other regions. The IB major, upon graduation, may pursue graduate study in international business/international MBA programs, gain entry level positions in firms with existing international operations, engage in entrepreneurial opportunities with domestic firms wishing to expand internationally and governmental and/or non-governmental organizations whose objective is to provide international trade support or economic development. Available as a primary or secondary major, the IB major combines courses in international management, marketing, economics, finance, and entrepreneurship with foreign-language study. Although it is not necessary, the students in the IB major are encouraged to pursue a double major in Political Science (International Relations / International Affairs) or Geography (City & Regional Planning) or Foreign Language. Students are required to do an internship in a firm engaged in international business or study abroad. Students can earn a dual degree in IB with our overseas partner universities in France (St. Etienne University) and Mexico (Universidad Autonoma Nuevo Leon) by taking a full year of courses with/without an internship.

2. Rationale:

- 2.1 Reason for developing the proposed major program:

Kentucky is increasingly becoming an attractive place for domestic and foreign investments. In 2007, there were over 600 foreign affiliates with an investment of \$27.8 billion and employing 91,000 Kentuckians. In 2007, Kentucky exported \$19.6 billion (compared to \$10.7 billion in 2003) worth of goods and services to 194 (compared to 100 in 2003) overseas markets making it the 17th largest

exporting state. Kentucky ranked 14th among states in terms of dollar increase in exports from 2001-2005 making it one of 13 states to have a double-digit export growth in the last decade.

According to the most recent report by the Kentucky Cabinet for Economic Development: "Kentucky continues to establish a larger presence in the global economy." Its exports accounted for 1.7 percent of US exports in 2007 compared to 1.48 percent in 2003. Kentucky exports have grown at an annual rate of 3.3 percent since 1997. Bowling Green is home to fifteen corporate offices and several regional administrative operations including seven Japanese, Finnish, Korean, German and French companies.

A member of the Management Department Business Advisory Board says, "Sumitomo's need for employees with an International Business background has grown rapidly over the course of the past five years. We have hired several International Business major students --- from other institutions out of state" Another member expressed, "I am glad to hear that you are thinking about a major in international business. There is no doubt that we are participating in a global economy. To participate in our global economy, a major in international business makes a lot of sense to me."

Keeping the needs of the State and the region in mind, developing a major in International Business (IB) is logical. Also, the IB major complements and serves as a double major for students majoring in Modern Languages, Geography & Geology (City & Regional Planning), and Political Science (International Relations and International Affairs). Even if 20% of these students decide to use IB as their double major, the number of majors will be significant. The belief is based on opportunities that these potential combinations bring and also that the majors in these three departments have to have a double major. At present, there 33 students in the IB concentration – a testimony in support of IB major given that the concentration was implemented in Fall 08.

- 2.2 Projected enrollment in the proposed major program: Currently there are 33 students in the International Business concentration of the Management major. It is anticipated that these students will become IB majors and that there will be many double-majors from other departments such as Modern Languages, Geography & Geology, and Political Science (currently, there are over 650 total majors in these departments, and since these departments have shown keen interest to have the IB major available to their students, if even 20% decide to use IB as their double major, the number of majors will be significant).
- 2.3 Relationship of the proposed major program to other programs now offered by the department:

<u>Business Admn.</u>	<u>Entrepreneurship</u>	<u>Int'l Business</u>
MGT 305/MATH119	MGT 305/MATH 119	MGT 305/COMM 463
MGT 499	MGT 499	MGT 499
MGT 311	MGT 312	MGT 303

FIN Elective	FIN 441	Language (6 hrs. level 102 and above)
MKT Elective	MKT 427	Study abroad or Internship
ECON 414	E'ship Elective 1	Int'l Bus. Elective 1
ACCT 315	E'ship Elective 2	Int'l Bus. Elective 2
MGT 361	E'ship Elective 3	Int'l Bus. Elective 3
MGT 417	E'ship Elective 4	Int'l Bus. Elective 4
Prof. Elective	E'ship Elective 5	Int'l Bus. Elective 5
MGT Elective	Approved Elec. 1	
	Approved Elec. 2	

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

The proposed IB major complements other majors such as Modern Languages, Political Science (International Relations and International Affairs) and Geology & Geography (City & Regional Planning). These combinations prepare students with international business skills along with skills acquired in one of the three mentioned majors. These students can employ their skills effectively and efficiently in governmental (ex., Dept. of Commerce, Foreign Services, etc.) and non-governmental organizations (ex., WHO, UN, UNESCO, etc.) as well as in multi-national corporations.

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

Eastern Kentucky University offers an international track within their management major and Morehead State University offers a major in IB. Among WKU's benchmark institutions, some offer a major (Eastern Michigan University, Ball State University, Stephen F. Austin State University, Florida Atlantic University, and Wichita State University), some offer a concentration in IB (Indiana State University, Montclair State University, and Towson University), and some offer a certificate in IB (Florida Atlantic University, Northern Arizona University, and University of Northern Iowa). Among the universities in WKU's surrounding region, MTSU offers a degree in International Studies, and both University of Louisville and University of Kentucky offer a minor in IB. WKU also offers a minor in IB housed in the Management Department.

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

Since internationalization and globalization is at the center stage of WKU's direction, this proposal fulfills this important goal.

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

The objectives of the proposed major are:

- Meet the needs of the business community served by WKU and help them become more competitive in the arena of international business.
- Help local and regional business community in their expansion into global markets.
- Provide students an opportunity to major in IB.

- Provide an opportunity to majors in Modern Languages and other disciplines to increase their chances of gaining highly paid employment in addition to the opportunities their other major provides.
- Provide opportunities for WKU students and students of our overseas partner universities in obtaining dual degrees in IB and in the meantime, get immersed in different cultures and obtain an invaluable experience and individual development.
- Help WKU become recognized as a university with international reach.

4. Program description:

4.1 Curriculum:	
General Education	44 - 45 Hours
Business Core: Same As All Business Majors	42 Hours
International Business Major:	31 Hours
Non-specified Electives	2 - 3Hours

Total: 120 Hours

International Business Required Classes: 16 Hours

MGT 305 (Ethics & Critical Thinking) or
COMM 436 (Intercultural Comm.) 3 Hours

MGT 499 Senior Assessment in Management 1 Hour

MGT 303 International Business 3 Hours

Language (6 hrs. level 102 and above) 6 Hours

Study Abroad or MGT 490 (Practicum in Management) 3 Hours

International Business Required Electives: 15 Hours

Pick five courses from the following list. At least three areas must be represented. The list is to be expanded by the Management Department Chair as new electives are developed.

ECON 380 International Economics
ECON 385 Economic Development
ECON 386 Economies in Transition
ECON 496 International Monetary Economics
FIN 436 International Financial Management
MGT 316 International Management
MKT 324 International Marketing
Other Approved Electives

4.2 Accreditation, certification, approval, and/or licensure: The proposed major in International Business will comply with AACSB standards for the Gordon Ford College of Business Bachelor of Science degrees.

4.3 Program delivery:

The program will be delivered through traditional classroom instruction, online and Interactive Video Services (IVS). Students will be encouraged to participate in relevant internships or study abroad. Those students who are seeking a dual-degree will spend two semesters at our partnering overseas universities with whom we have this agreement.

5. Resources:

- 5.1 Faculty: The proposed IB program does not require the development of new courses. It is put together using the available courses offered in the GFCB and other departments on campus. These courses are offered on regular basis. Therefore, no new faculty resources are required at this time.
- 5.2 Technological and electronic informational resources (e.g., databases, e-journals): Current University, College, and Departmental access to databases, e-journals, and electronic information sources are sufficient.
- 5.3 Facilities and equipment: Current facilities and equipment are sufficient.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Management Department:	<u>02/27/2009</u>
GFCB Curriculum Committee	<u>03/05/2009</u>
Contact with Designee of the Office of Academic Affairs (Dennis George), re: CPE Posting	<u>02/24/2009</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Program Inventory Form

College of Education & Behavioral Sciences
Departments of Curriculum & Instruction and Special Instructional Programs
Proposal to Revise A Policy
(Action Item)

Contact Person: Tony Norman (tony.norman@wku.edu, 745-4662)

1. Identification of program:

- 1.1 Current program reference number: (various); the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education
- 1.2 Current program title: (various); the revised policy will apply to all undergraduate programs leading to teacher certification in elementary education, middle grades education, secondary education, exceptional education, and interdisciplinary early childhood education
- 1.3 Credit hours: varies by program

2. Identification of the proposed program changes:

- Modifies present policy regarding eligibility to enroll in Student Teaching (ELED 490, MGE 490, SEC 490, EXED 490, IECE 490) by adding minimum score requirements on Critical Performance assessments and professional education dispositions for admission to student teaching.

3. Detailed program description:

Existing Policy (Current Catalog, p. 144):

Admission to student teaching requires that the student has:

- 1. been admitted to professional education.
- 2. applied for student teaching by February 15th for fall placement and by September 15th for spring placement.
- 3. a grade point average of 2.5 or higher in:
 - a. overall hours
 - b. major(s)
 - c. minor(s)
 - d. professional education hours
- 4. completed specified professional education courses with grades of “C” or higher (see prerequisites for ELED 490, MGE 490, SEC 490, EXED 490, or IECE 490 for details).
- 5. completed 75% of the major or all of the minor if student teaching is to be done in the minor.
- 6. completed all professional education courses except EDU 489 or EXED 434.
- 7. attained senior status (90 credit hours).

Proposed Policy (Additions in italics)

Admission to student teaching requires that the student has:

1. been admitted to professional education.
2. applied for student teaching by February 15th for fall placement and by September 15th for spring placement.
3. a grade point average of 2.5 or higher in each of the following:
 - a. overall hours
 - b. major(s)
 - c. minor(s)
 - d. professional education hours
4. *completed all professional education courses except student teaching and EDU 489 or EXED 434, and received grades of “C” or higher in all these courses.*
5. *met additional requirements described in prerequisites for ELED 490, MGE 490, SEC 490, EXED 490, or IECE 490.*
6. completed 75% of the major or all of the minor if student teaching is to be done in the minor.
7. attained senior status (90 credit hours).
8. *achieved on average “at standard” (3 or higher) on all professional education dispositions.*
9. *achieved critical performance assessment scores that average at least 3.0 overall and at least 2.5 per Kentucky Teacher Standard measured.*
10. *a valid and current medical examination (not older than one year from the end of the semester in which the student plans to student teach).*
11. *demonstrated moral, social, and ethical behavior that is acceptable in the school community and the community at large, as defined in the Professional Code of Ethics for Kentucky School Certified Personnel.*

Note: Kentucky and Federal criminal records checks will be conducted by the student’s assigned school districts after the student teaching placement has been made.

4. Rationale for the proposed program change: The Kentucky Education Professional Standards Board requires the measurement of education student proficiency on Kentucky Teacher Standards and professional education dispositions. The EPSB also requires establishing minimum levels of proficiency in order for students to progress through teacher preparation programs. On 4/9/08 the WKU Professional Education Council, whose membership includes faculty representatives from all departments that offer programs leading to certification, approved a policy requiring the minimum proficiency levels described in 8 and 9 above for admission to student teaching. The present proposed revision to the student teaching policy incorporates the standards approved by the PEC.

5. Proposed term for implementation and special provisions (if applicable): Fall, 2009 (This means that education students requesting to student teach in Fall 2009 must meet these requirements *prior* to student teaching.)

6. Dates of prior committee approvals:

Department of Curriculum & Instruction 02/20/2009

Department of Special Instruction Programs 02/23/2009

CEBS Curriculum Committee 03/03/2009

Professional Education Council 03/04/2009

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Program Inventory Form

**College of Education & Behavioral Sciences
Department of Curriculum & Instruction
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Tony Norman (tony.norman@wku.edu, 745-4662)

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: ELED 490
 - 1.2 Course title: Student Teaching
 - 1.3 Credit hours: 5-10 hours
- 2. Revise course title:** N/A
- 3. Revise course number:** N/A
- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites: Admission to teacher education; overall GPA of 2.5 or higher; completion of the following professional education courses with grades of "C" or higher: MATH 211, 212, COMM 145 or 161, PSY 310, LTCY 320, 420, ENG 100, 300, EDU 250, ELED 345, 355, 365, 405, 406, 407, 465; and successful completion of all critical performances.
 - 4.2 Proposed prerequisites: Admission to teacher education; admission to student teaching; and completion of the following courses with grades of "C" or higher: MATH 205, 206, and 308.
 - 4.3 Rationale for revision of course prerequisites: Most of the requirements listed under "current prerequisites" are already listed as part of the "Policy for Admission to Student Teaching." These prerequisites are being removed to reduce redundancy. The proposed prerequisite of "admission to student teaching" will also ensure students understand that there are additional requirements that they must meet in order to be approved to do student teaching. Math course changes reflect new course numbering and a new course requirement for Elementary Education majors.
 - 4.4 Effect on completion of major/minor sequence: Not applicable
- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: None.
 - 5.2 Proposed course catalog listing: Supervised assignment in approved school setting. Must complete a minimum of sixteen weeks in one or two placements depending on certification requirements. Students follow the academic calendar of the school district in which they are placed and are responsible for providing their own transportation to assigned site(s).

- 5.3 Rationale for revision of course catalog listing: Description rectifies misconceptions students often have about the student teaching experience. It also makes student teaching course descriptions uniform across program areas.

6. **Revise course credit hours:** N/A

7. **Proposed term for implementation:** Fall, 2009 (This means that education students requesting to student teach in Fall 2009 must meet these requirements *prior* to student teaching.)

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

Department of Curriculum & Instruction	<u>02/20/2009</u>
CEBS Curriculum Committee	<u>03/03/2009</u>
Professional Education Council	<u>03/04/2009</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Course Inventory Form

**College of Education & Behavioral Sciences
Department of Curriculum & Instruction
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Tony Norman (tony.norman@wku.edu, 745-4662)

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: MGE 490
 - 1.2 Course title: Student Teaching
 - 1.3 Credit hours: 5-10 hours
- 2. Revise course title:** N/A
- 3. Revise course number:** N/A
- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites:
MGE 490 (5 Hours)
Prerequisite: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of all professional education and required courses in the major with grades of "C" or higher.

MGE 490 (10 Hours)
Prerequisite: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of the following courses with grades of "C" or higher: MGE 275, EXED 330, professional education and required courses in the major with grades of "C" or higher
 - 4.2 Proposed prerequisites: Admission to teacher education; admission to student teaching; and completion of all required courses in the major with grades of "C" or higher.
 - 4.3 Rationale for revision of course prerequisites: Most of the requirements listed under "current prerequisites" are already listed as part of the "Policy for Admission to Student Teaching." These prerequisites are being removed to reduce redundancy. The proposed prerequisite of "admission to student teaching" will also ensure students understand that there are additional requirements that they must meet in order to be approved to do student teaching.
 - 4.4 Effect on completion of major/minor sequence: Not applicable
- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: (5 Hours listing) – None. (10 Hours listing) – This is a 16-week assignment representing one of the student's two teaching fields.
 - 5.2 Proposed course catalog listing: MGE 490: STUDENT TEACHING (5-10 HOURS) Supervised assignment in approved school setting. Must complete a

minimum of sixteen weeks in one or two placements depending on certification requirements. Students follow the academic calendar of the school district in which they are placed and are responsible for providing their own transportation to assigned site(s).

- 5.3 Rationale for revision of course catalog listing: Description rectifies misconceptions students often have about the student teaching experience. It also makes student teaching course descriptions uniform across program areas.

6. Revise course credit hours: N/A

- 7. Proposed term for implementation:** Fall, 2009 (This means that education students requesting to student teach in Fall 2009 must meet these requirements *prior* to student teaching.)

8. Dates of prior committee approvals:

Department of Curriculum & Instruction	<u>02/20/2009</u>
CEBS Curriculum Committee	<u>03/03/2009</u>
Professional Education Council	<u>03/04/2009</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Course Inventory Form

**College of Education & Behavioral Sciences
Department of Curriculum & Instruction
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Tony Norman (tony.norman@wku.edu, 745-4662)

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: SEC 490
 - 1.2 Course title: Student Teaching
 - 1.3 Credit hours: 5-10 hours
- 2. Revise course title:** N/A
- 3. Revise course number:** N/A
- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites: Admission to Teacher Education; overall GPA of 2.5 or higher; and completion of the following courses with grades of "C" or higher as listed on the degree program: EDU 250, PSY 310, SEC 351, SEC 352, SEC 453, and SEC methods courses.
 - 4.2 Proposed prerequisites: Admission to teacher education and admission to student teaching.
 - 4.3 Rationale for revision of course prerequisites: Most of the requirements listed under "current prerequisites" are already listed as part of the "Policy for Admission to Student Teaching." These prerequisites are being removed to reduce redundancy. The proposed prerequisite of "admission to student teaching" will also ensure students understand that there are additional requirements that they must meet in order to be approved to do student teaching.
 - 4.4 Effect on completion of major/minor sequence: Not applicable
- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: None
 - 5.2 Proposed course catalog listing: Supervised assignment in approved school setting. Must complete a minimum of sixteen weeks in one or two placements depending on certification requirements. Students follow the academic calendar of the school district in which they are placed and are responsible for providing their own transportation to assigned site(s).
 - 5.3 Rationale for revision of course catalog listing: Description rectifies misconceptions students often have about the student teaching experience. It also makes student teaching course descriptions uniform across program areas.
- 6. Revise course credit hours:** N/A

7. **Proposed term for implementation:** Fall, 2009 (This means that education students requesting to student teach in Fall 2009 must meet these requirements *prior* to student teaching.)

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

Department of Curriculum & Instruction	<u>02/20/2009</u>
CEBS Curriculum Committee	<u>03/03/2009</u>
Professional Education Council	<u>03/04/2009</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Course Inventory Form

**College of Education & Behavioral Sciences
Department of Special Instructional Programs
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Tony Norman (tony.norman@wku.edu, 745-4662)

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: EXED 490
 - 1.2 Course title: Student Teaching
 - 1.3 Credit hours: 5-10 hours
- 2. Revise course title:** N/A
- 3. Revise course number:** N/A
- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites: Admission to teacher education; overall GPA of 2.5 or higher; and completion of EDU 250 and EXED 330 with grades of "B" or higher; EXED 331, EXED 332, EXED 333, EXED 334, EXED 421, EXED 422, EXED 430, EXED 431, EXED 431, EXED 432, EXED 433 with grades of "C" or higher; Math 211, Math 212, LME 318 or LME 407, LME 448, LTCY 320, PSY 310.
 - 4.2 Proposed prerequisites: Admission to teacher education; admission to student teaching; completion of EDU 250 and EXED 330 with grades of "B" or higher; and completion of the following courses with grades of "C" or higher: MATH 211, MATH 212, LME 318 or LME 407, and LME 448.
 - 4.3 Rationale for revision of course prerequisites: Most of the requirements listed under "current prerequisites" are already listed as part of the "Policy for Admission to Student Teaching." These prerequisites are being removed to reduce redundancy. The proposed prerequisite of "admission to student teaching" will also ensure students understand that there are additional requirements that they must meet in order to be approved to do student teaching.
 - 4.4 Effect on completion of major/minor sequence: Not applicable
- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: None
 - 5.2 Proposed course catalog listing: Supervised assignment in approved school setting. Must complete a minimum of sixteen weeks in one or two placements depending on certification requirements. Students follow the academic calendar of the school district in which they are placed and are responsible for providing their own transportation to assigned site(s).

- 5.3 Rationale for revision of course catalog listing: Description rectifies misconceptions students often have about the student teaching experience. It also makes student teaching course descriptions uniform across program areas.

6. **Revise course credit hours:** N/A

7. **Proposed term for implementation:** Fall, 2009 (This means that education students requesting to student teach in Fall 2009 must meet these requirements *prior* to student teaching.)

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

Department of Special Instructional Programs 02/23/2009

CEBS Curriculum Committee 03/03/2009

Professional Education Council 03/04/2009

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Course Inventory Form

**College of Education & Behavioral Sciences
Department of Special Instructional Programs
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Tony Norman (tony.norman@wku.edu, 745-4662)

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: IECE 490
 - 1.2 Course title: Student Teaching
 - 1.3 Credit hours: 5-10 hours
- 2. Revise course title:** N/A
- 3. Revise course number:** N/A
- 4. Revise course prerequisites/corequisites/special requirements:**
 - 4.1 Current prerequisites: Admission to Teacher Education; overall GPA of 2.5 or higher and completion of all professional education courses with a grade of "C" or higher.
 - 4.2 Proposed prerequisites: Admission to teacher education and admission to student teaching.
 - 4.3 Rationale for revision of course prerequisites: Most of the requirements listed under "current prerequisites" are already listed as part of the "Policy for Admission to Student Teaching." These prerequisites are being removed to reduce redundancy. The proposed prerequisite of "admission to student teaching" will also ensure students understand that there are additional requirements that they must meet in order to be approved to do student teaching.
 - 4.4 Effect on completion of major/minor sequence: Not applicable
- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: None
 - 5.2 Proposed course catalog listing: Supervised assignment in approved setting where young children with and without disabilities and their families are served. Must complete a minimum of sixteen weeks in one or two placements depending on certification requirements. Students follow the academic calendar of the setting in which they are placed and are responsible for providing their own transportation to assigned site(s).
 - 5.3 Rationale for revision of course catalog listing: Description rectifies misconceptions students often have about the student teaching experience. It also makes student teaching course descriptions uniform across program areas.
- 6. Revise course credit hours:** N/A

7. **Proposed term for implementation:** Fall, 2009 (This means that education students requesting to student teach in Fall 2009 must meet these requirements *prior* to student teaching.)

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

Department of Special Instructional Programs 02/23/2009

CEBS Curriculum Committee 03/03/2009

Professional Education Council 03/04/2009

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: March 14, 2009

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

Contact Person: Dr. Michael McDonald, michael.mcdonald@wku.edu, 745-3097

1. Identification of program:

- 1.1 Current program reference number: 621
- 1.2 Current program title: Business and Marketing Education (B&M Ed.)
- 1.3 Credit hours: 48

2. Identification of the proposed program changes:

Add one course:

- EXED 330

Delete one course:

- MGE 275

3. Detailed program description:

**Business and Marketing Education, Certification for Grades 5-12
Western Kentucky University**

Professional Education Courses			
Current Program		Proposed Program	
EDU 250	Introduction to Education	EDU 250	Introduction to Education
MGE 275	Foundations of Middle Grades Instruction	EXED 330	Introduction to Exceptional Education: Diversity in Learning
PSY 310	Educational Psychology	PSY 310	Educational Psychology
SEC 351	Teaching Methods for Secondary Schools (Pre-Requisites: EDU 250, PSY 310)	SEC 351	Teaching Methods for Secondary Schools (Pre-Requisites: EDU 250, PSY 310)
SEC 352	Planning for Student Diversity (Pre-Requisites: EDU 250, PSY 310)	SEC 352	Planning for Student Diversity (Pre-Requisites: EDU 250, PSY 310)
SEC 453	Management of Instruction (Pre-Requisites: EDU 250, PSY 310,	SEC 453	Management of Instruction (Pre-Requisites: EDU 250, PSY

	<i>SEC 351, SEC 352 & Completion of Teacher Admissions File</i>		<i>310, SEC 351, SEC 352 & Completion of Teacher Admissions File</i>
SEC 473	Teaching Business and Marketing Education (fall only) <i>Prerequisites: Senior Standing and instructor permission. (Note: Instructor permission is contingent on successful admission to Teacher Education). Co-requisite: BE 486.</i>	SEC 473	Teaching Business and Marketing Education (fall only) <i>Prerequisites: Senior Standing and instructor permission. (Note: Instructor permission is contingent on successful admission to Teacher Education). Co-requisite: BE 486.</i>
EDU 489	Student Teaching Seminar <i>(Co-Requisites: Admission to Student Teaching: SEC 490)</i>	EDU 489	Student Teaching Seminar <i>(Co-Requisites: Admission to Student Teaching: SEC 490)</i>
SEC 490	Student Teaching in Business and Marketing	SEC 490	Student Teaching in Business and Marketing
Total Hours in Professional Education			34

4. Rationale for the proposed program change:

Add one course:

- EXED 330 Introduction to Exceptional Education: Diversity in Learning
 - This course would offer Business & Marketing Education students the content and skills to help them become stronger teachers for the diverse students that populate Kentucky's schools. This course includes information on how to accommodate and modify instruction for exceptional learners in classrooms and/or clinical settings. And, presents an overview of diverse learners including gifted and talented learners, students with varying disabilities, and individuals having culturally diverse backgrounds.

Delete one course:

- MGE 275 Foundations of Middle Grades Instruction
 - The purpose of deleting this course is to remove redundancy in the program. According to the department chair of Curriculum and Instruction and instructors of these two courses, MGE 275 and EDU 250 are fundamentally cover the same content.

The main purpose of the proposed program changes are to aid Business and Marketing Education future teachers in developing skills needed to facilitate students of diverse backgrounds and to accommodate and modify instruction for exceptional learners in classrooms and/or clinical settings. The added class will deliver instruction on the needs of diverse learners including gifted and talented learners, students with varying disabilities, and individuals having culturally diverse backgrounds.

The deletion of MGE 275 will remove the redundancies that exist in the B&M Ed. program between this class and EDU 250. This removal will also facilitate the effective transition of students from a AS KCTCS program into the BS B& M Ed. program at WKU. A viable substitution for EDU 250 is offered at KCTCS institutions. Currently faculty in the B&M Ed. program are developing a 2+2 articulation agreement between WKU and KCTCS. Further, the removal of MGE 275 will keep the number of hours in the program at the current number.

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

6. Dates of prior committee approvals:

Department of Curriculum & Instruction	<u>2/13/09</u>
Curriculum Committee	<u>3/3/09</u>
Professional Education Council	<u>3/4/09</u>
Undergraduate Curriculum Committee	<u>3/26/09</u>
University Senate	<u> </u>

Attachment: Program Inventory Form

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

Contact Person: Dr. Tabitha Daniel, tabitha.daniel@wku.edu, 745-2615

1. Identification of program:

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

2. Identification of the proposed program changes:

- Provide alternative course selection for COMM 145- Fundamentals of Public Speaking; Alternative courses include COMM 145- Fundamentals of Public Speaking or COMM 161- Business and Professional Speaking.
- Change Mathematics courses from MATH 211- Mathematics for Elementary Teachers I to MATH 205- Number Systems and Number Theory for Teachers.
- Change Mathematics courses from MATH 212- Mathematics from Elementary Teachers II to MATH 206- Fundamentals of Geometry for Teachers.
- Add MATH 308- Rational Numbers and Data Analysis for Teachers as a required course in the content category of the mathematics program.
- Substitute BIOL 122/123 – Biological Concepts Evolution, Diversity and Ecology/Lab for BIOL 222/223- Plant Biology and Diversity/Lab OR BIOL 224/225- Animal Biology and Diversity/Lab as a required course in the content category of both the single and dual area program.
- Eliminate BIOL 398- Cooperative Education in Biology II OR BIOL 475- Selected Topics in Biology as required courses in the content category of the single area program.
- Add ASTR 104- Astronomy of the Solar System OR ASTR 106- Astronomy of Stellar Systems OR ASTR 108- Descriptive Astronomy OR AST 214-General Astronomy as a requirement for the single area program.
- Add ASTR 108- Descriptive Astronomy OR AST 214-General Astronomy OR ASTR 104- Astronomy of the Solar System as a requirement for the dual area program.
- Provide alternative course selection for ECON 150- Introduction to Economics; Alternative courses are ECON 150- Introduction to Economics OR ECON 202- Principles of Economics (Micro) AND ECON 203- Principles of Economics (Macro)
- Change Social Studies electives to state “An upper division non-US, non-European history course.”
- Delete CHEM 399 from single Science area of Middle Grades Education.

3. **Detailed program description:**

Current Program		Revised Program	
<p>The middle grades education program (reference number 579) leads to the Bachelor of Science degree and the Kentucky Middle Grades Education (grades 5-9) certificate. The program requires 44 semester hours of general education that should include a biological science course and a physical science course; 37-40 semester hours of professional education courses (MGE 275, PSY 310, EXED 330, PSY 421/422 and LTCY 421, MGE 385, 490, EDU 489, one or two courses selected from MGE 475-481, and a computer literacy course which must be CS 145, CIS 141, or LME 448) and 24-27 hours in each of two teaching fields selected from English/communications, mathematics, science or social studies. Students may choose a single concentrated area of emphasis in mathematics or science rather than completing two areas of emphasis. Students are required to have 150 clock hours of field experiences in addition to the coursework. Middle Grades Education candidates may receive academic advising in the Office of Teacher Services, TPH 408, (270)745-4896. Refer to the middle grades education web site http://edtech.wku.edu/%7eteached/ for additional information.</p>		<p>The middle grades education program (reference number 579) leads to the Bachelor of Science degree and the Kentucky Middle Grades Education (grades 5-9) certificate. The program requires 44 semester hours of general education that should include a biological science course and a physical science course; 37-40 semester hours of professional education courses (MGE 275, PSY 310, EXED 330, PSY 421/422 and LTCY 421, MGE 385, 490, EDU 489, one or two courses selected from MGE 475-481, and a computer literacy course which must be CS 145, CIS 141, or LME 448) and 24-27 hours in each of two teaching fields selected from English/communications, mathematics, science or social studies. Students may choose a single concentrated area of emphasis in mathematics or science rather than completing two areas of emphasis. Students are required to have 150 clock hours of field experiences in addition to the coursework. Middle Grades Education candidates may receive academic advising in the Office of Teacher Services, TPH 408, (270)745-4896. Refer to the middle grades education web site http://edtech.wku.edu/%7eteached/ for additional information.</p>	
MGE 275- Foundations of Middle Grades Instruction	3	MGE 275- Foundations of Middle Grades Instruction	3
PSY 310- Educational Psychology: Development and Learning	3	PSY 310- Educational Psychology: Development and Learning	3
CS 145- Introduction to Computing OR CIS 141-Basic Computer Literacy OR	3	CS 145- Introduction to Computing OR CIS 141-Basic Computer Literacy OR	3

LME 448- Technology Applications in Education		LME 448- Technology Applications in Education	
EXED 330- Introduction to Exceptional Education: Diversity in Learning	3	EXED 330- Introduction to Exceptional Education: Diversity in Learning	3
PSY 421- Psychology of Early Adolescence	3	PSY 421- Psychology of Early Adolescence	3
OR		OR	
PSY 422- Adolescent Psychology		PSY 422- Adolescent Psychology	
LTCY 421- Reading in the Middle School	3	LTCY 421- Reading in the Middle School	3
<i>One or Two courses:</i>	3-	<i>One or Two courses:</i>	3-
MGE 475-481- Teaching Methods	6	MGE 475-481- Teaching Methods	6
MGE 385- Middle School Teaching Strategies	3	MGE 485- Middle School Teaching Strategies	3
EDU 489- Student Teaching Seminar	3	EDU 489- Student Teaching Seminar	3
MGE 490- Student Teaching	10	MGE 490- Student Teaching	10
English/Communications (2 fields)		English/Communications (2 fields)	
ENG 100- Introduction to College Writing	3	ENG 100- Introduction to College Writing	3
ENG 300- Writing in the Disciplines	3	ENG 300- Writing in the Disciplines	3
ENG 302- Language & Communication	3	ENG 302- Language & Communication	3
ENG 390-Masterpieces of American Literature	3	ENG 390-Masterpieces of American Literature	3
COMM 145- Fundamentals of Public Speaking	3	COMM 145- Fundamentals of Public Speaking	3
		OR	
		COMM 161- Business and Professional Speaking	
LME 407- Literature for Young Adults	3	LME 407- Literature for Young Adults	3
<i>Electives(6 hours)</i>	6	<i>Electives(6 hours)</i>	6
ENG 301- Argument and Analysis in Written Discourse		ENG 301- Argument and Analysis in Written Discourse	
ENG 401- Advanced Composition		ENG 401- Advanced Composition	
ENG 410- Theories of Rhetoric & Composition		ENG 410- Theories of Rhetoric & Composition	
Mathematics (2 fields)		Mathematics (2 fields)	
MATH 116- College Algebra	3 -	MATH 116- College Algebra	3 -
OR	5	OR	5
MATH 118- College Algebra and		MATH 118- College Algebra and	

Trigonometry		Trigonometry	
MATH 119- Fundamentals of	4	MATH 119- Fundamentals of	4
Calculus	—	Calculus	—
OR	4.	OR	4.
MATH 126- Calculus and Analytical	5	MATH 126- Calculus and Analytical	5
Geometry I		Geometry I	
MATH 203- Statistics	3	MATH 203- Statistics	3
MATH 211- Mathematics for	3	MATH 205- Number Systems and	3
Elementary Teachers I		Number Theory for Teachers	
MATH 212- Mathematics for	3	MATH 206- Fundamentals of	3
Elementary Teachers II		Geometry for Teachers	
		MATH 308- Rational Numbers	3
		and Data Analysis for Teachers	
MATH 403- Geometry for	3	MATH 403- Geometry for	3
Elementary/Middle School Teachers		Elementary/Middle School Teachers	
MATH 411- Problem Solving for	3	MATH 411- Problem Solving for	3
Elementary/Middle School Teachers		Elementary/Middle School Teachers	
CS 230- Introduction to	3	CS 230- Introduction to	3
Programming		Programming	
<i>Electives (3 hours)</i>	3	<i>Electives (3 hours)</i>	3
MATH 409- History of Mathematics		MATH 409- History of Mathematics	
MATH 413- Algebra and		MATH 413- Algebra and	
Technology for Middle Grades		Technology for Middle Grades	
Teachers		Teachers	
Science (2 fields)		Science (2 fields)	
BIOL 120- Biological Concepts:	3/	BIOL 120- Biological Concepts:	3/
Cells, Metabolism, Genetics	1	Cells, Metabolism, Genetics	1
AND		AND	
BIOL 121- Biological Concepts:		BIOL 121- Biological Concepts:	
Cells, Metabolism, and Genetics		Cells, Metabolism, and Genetics	
Labs		Labs	
BIOL 222- Plant Biology and	3/	BIOL 122- Biological Concepts:	3/
Diversity	1	Evolution, Diversity and Ecology	1
AND		AND	
BIOL 223- Plant Biology and		BIOL 123- Biological Concepts:	
Diversity Lab		Evolution, Diversity and Ecology	
OR		Lab	
BIOL 224- Animal Biology and			
Diversity			
AND			
BIOL 225- Animal Biology and			
Diversity Lab			
BIOL 398- Cooperative Education	1-		
in Biology II	3		
OR			

BIOL 475- Selected Topics in Biology			
GEOL 111- Earth History	3/	GEOL 111- Earth History	3/
AND	1	AND	1
GEOL 113- The Earth Laboratory		GEOL 113- The Earth Laboratory	
GEOL 112- Earth History	3/	GEOL 112- Earth History	3/
AND	1	AND	1
GEOL 114- Earth History Lab		GEOL 114- Earth History Lab	
ASTR 104- Astronomy of the Solar System	3	ASTR 104- Astronomy of the Solar System	3
OR		OR	
ASTR 106- Astronomy of Stellar Systems		ASTR 106- Astronomy of Stellar Systems	
OR		OR	
ASTR 405- Astronomy for Teachers		ASTR 108- Descriptive Astronomy	
		OR	
		ASTR 214- General Astronomy	
		OR	
		ASTR 405- Astronomy for Teachers	
PHYS 105- Concepts of the Physical World	3	PHYS 105- Concepts of the Physical World	3
CHEM 101- Introduction to Chemistry	3/	CHEM 101- Introduction to Chemistry	3/
AND	1	AND	1
CHEM 102- Introduction to Chemistry Laboratory		CHEM 102- Introduction to Chemistry Laboratory	
OR		OR	
CHEM 105- Fundamentals of General Chemistry		CHEM 105- Fundamentals of General Chemistry	
AND		AND	
CHEM 106- Fundamentals of General Chemistry Laboratory		CHEM 106- Fundamentals of General Chemistry Laboratory	
Social Studies (2 fields)		Social Studies (2 fields)	
HIST 119- Western Civilization to 1648	3	HIST 119- Western Civilization to 1648	3
OR		OR	
HIST 120- Western Civilization since 1648		HIST 120- Western Civilization since 1648	
HIST 240- The United States to 1865	3	HIST 240- The United States to 1865	3
HIST 241- The United States since 1865	3	HIST 241- The United States since 1865	3
GEOG 110- World Regional	3	GEOG 110- World Regional	3

Geography		Geography	
GEOG 360- Geography of North America	3	GEOG 360- Geography of North America	3
ECON 150- Introduction to Economics	3	ECON 150- Introduction to Economics	3
		OR	
		ECON 202- Principles of Economics (Micro)	
		AND	
		ECON 203- Principles of Economics (Macro)	
PS 110- American National Government	3	PS 110- American National Government	3
SOCL 100- Introduction to Sociology	3	SOCL 100- Introduction to Sociology	3
OR		OR	
ANTH 120- Introduction to Cultural Anthropology		ANTH 120- Introduction to Cultural Anthropology	
<i>Electives (3 hours)</i>	3	<i>Electives (3 hours)</i>	3
HIST 360- History of Africa		An upper division non-US, non-European history course.	
HIST 471- Modern China			
HIST 461- The Far East			
HIST 479- Topics in the Third World			
HIST 364- Latin America: Colonial Period			
HIST 365- Latin America: The Republics			
HIST 472- Modern Japan			
HIST 460- Traditional East Asia			
Mathematics (single field)		Mathematics (single field)	
MATH 117- Trigonometry	3 -	MATH 117- Trigonometry	3 -
OR	5	OR	5
MATH 118- College Algebra and Trigonometry		MATH 118- College Algebra and Trigonometry	
MATH 122- Calculus of a Single Variable I	6	MATH 122- Calculus of a Single Variable I	6
AND		AND	
MATH 132- Calculus of a Single Variable II		MATH 132- Calculus of a Single Variable II	
OR		OR	
MATH 126- Calculus and Analytical Geometry I AND		MATH 126- Calculus and Analytical Geometry I AND	
MATH 227- Calculus and Analytical Geometry II		MATH 227- Calculus and Analytical Geometry II	

MATH 211- Mathematics for Elementary Teachers I	3	MATH 205- Number Systems and Number Theory for Elementary Teachers	3
MATH 212- Mathematics for Elementary Teachers II	3	MATH 206- Fundamentals of Geometry for Elementary Teachers	3
		MATH 308- Rational Numbers and Data Analysis for Elementary Teachers	3
STAT 301- Introductory Probability and Statistics	3	STAT 301- Introductory Probability and Statistics	3
OR		OR	
MATH 203- Statistics		MATH 203- Statistics	
MATH 307- Introduction to Linear Algebra	3	MATH 307- Introduction to Linear Algebra	3
MATH 403- Geometry for Elementary/Middle School Teachers	3	MATH 403- Geometry for Elementary/Middle School Teachers	3
OR		OR	
MATH 323- Geometry I		MATH 323- Geometry I	
MATH 411- Problem Solving for Elementary/Middle School Teachers	3	MATH 411- Problem Solving for Elementary/Middle School Teachers	3
MATH 409- History of Mathematics	3	MATH 409- History of Mathematics	
Science (single field)		Science (single field)	
BIOL 120- Biological Concepts: Cells, Metabolism, Genetics	3/1	BIOL 120- Biological Concepts: Cells, Metabolism, Genetics	3/1
AND		AND	
BIOL 121- Biological Concepts: Cells, Metabolism, and Genetics Labs		BIOL 121- Biological Concepts: Cells, Metabolism, and Genetics Labs	
BIOL 222- Plant Biology and Diversity	3/1	BIOL 122- Biological Concepts: Evolution, Diversity and Ecology	3/1
AND		AND	
BIOL 223- Plant Biology and Diversity Lab		BIOL 123- Biological Concepts: Evolution, Diversity and Ecology Lab	
OR			
BIOL 224- Animal Biology and Diversity			
AND			
BIOL 225- Animal Biology and Diversity Lab			
GEOL 111- Earth History	3/1	GEOL 111- Earth History	3/1
AND		AND	
GEOL 113- The Earth Laboratory		GEOL 113- The Earth Laboratory	
GEOL 112- Earth History	3/1	GEOL 112- Earth History	3/1
AND		AND	

GEOL 114- Earth History Lab		GEOL 114- Earth History Lab	
GEOG 121- Meteorology	3	GEOG 121- Meteorology	3
ASTR 405- Astronomy for Teachers	3	ASTR 405- Astronomy for Teachers	3
PHYS 105- Concepts of the Physical World	3	PHYS 105- Concepts of the Physical World	3
PHYS 410- Physics for Teachers	3	PHYS 410- Physics for Teachers	3
CHEM 101- Introduction to Chemistry	3/1	CHEM 101- Introduction to Chemistry	3/1
AND		AND	
CHEM 102- Introduction to Chemistry Laboratory		CHEM 102- Introduction to Chemistry Laboratory	
CHEM 105- Fundamentals of General Chemistry	3/1	CHEM 105- Fundamentals of General Chemistry	3/1
AND		AND	
CHEM 106- Fundamentals of General Chemistry Laboratory		CHEM 106- Fundamentals of General Chemistry Laboratory	
		ASTR 104- Astronomy of the Solar System	3
		OR	
		ASTR 106- Astronomy of Stella Systems	
		OR	
		ASTR 108- Descriptive Astronomy	
		OR	
		ASTR 214- General Astronomy	
PHYS 475- Selected Topics in Physics	1-3	PHYS 475- Selected Topics in Physics	1-3
CHEM 399- Research Problems in Chemistry	1		

4. Rationale for the proposed program change:

- Faculty reviewed the content of COMM 145- Fundamentals of Public Speaking and COMM 161- Business and Professional Speaking and determined both are appropriate courses to fill the criteria.
- The Mathematics Department revised the courses in mathematics for the Elementary and Middle Grades Education programs changing Math 211- Mathematics for Elementary Teachers I to Math 205- Number Systems and Number Theory for Teachers.
- The Mathematics Department revised the courses in mathematics for the Elementary and Middle Grades Education programs changing Math 212- Mathematics from Elementary Teachers II to MATH 206- Fundamentals of Geometry for Teachers.
- MATH 308- Rational Numbers and Data Analysis for Teachers is an approved course added by the mathematics department.

- BIOL 122/123- Biological Concepts Evolution, Diversity and Ecology/Lab has recently become a prerequisite to BIOL 222/223- Plant Biology and Diversity/Lab and BIOL 224/225- Animal Biology and Diversity/Lab. BIOL 122/123 provides significantly better program of studies and Core Content coverage than the current BIOL 223/224 or BIOL 224/225 requirement.
- The improved content coverage of BIOL 122/123- Biological Concepts Evolution, Diversity and Ecology/Lab makes the current BIOL 398- Cooperative Education in Biology II or BIOL 475- Selected Topics in Biology requirement redundant.
- The addition of ASTR 104- Astronomy of the Solar System or ASTR 106- Astronomy of Stellar Systems or ASTR 108- Descriptive Astronomy or ASTR 214- General Astronomy is due to these courses becoming prerequisites for ASTR 405- Astronomy for Teachers.
- The addition of ASTR 108- Descriptive Astronomy or ASTR 214- General Astronomy as options to ASTR 104- Astronomy of the Solar System or ASTR 106- Astronomy of Stellar Systems or ASTR 405- Astronomy for Teachers is to provide consistency in course options in the single and dual area programs.
- Faculty reviewed the requirements for the Middle Grades Praxis II exam in Social Studies and determined that ECON 150- Introduction to Economics meets the required content. However, KCTCS at Elizabethtown does not offer the equivalent to ECON 150 and the alternative is ECON 202- Principles of Economics (Micro) and ECON 203- Principles of Economics (Macro)
- Clarification to include new appropriate courses for social studies electives in the future.
- Chemistry 399 is a one hour course and is being deleted on recommendation of the Chemistry Department. The Middle Grades faculty also agree that the course is not required for students to be successful on the PRAXIS II exam.

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

6. Dates of prior committee approvals:

Department of Curriculum & Instruction:	<u>2/25/09</u>
CEBS Curriculum Committee	<u>3/03/09</u>
Professional Education Council	<u>3/04/09</u>
Undergraduate Curriculum Committee	<u>3/26/09</u>
University Senate	<u> </u>

Attachment: Program Inventory Form

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

Contact Person: Karin Egloff, karin.egloff@wku.edu, phone: 5-5905

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: FREN 450
 - 1.2 Course title: Topics in Francophone Cinema
 - 1.3 Credit hours: 3
- 2. Revise course title:** N/A
- 3. Revise course number:** N/A
- 4. Revise course prerequisites:**
 - 4.1 Current prerequisites: for French majors: FREN 320, 321; for non-French majors: ENG 100, 200.
 - 4.2 Proposed prerequisites: FREN 320 and 321 or permission of instructor.
 - 4.3 Rationale for revision of course prerequisites: current prerequisites seem to indicate that course is open to students who do not speak French when the course is taught strictly in French only.
 - 4.4 Effect on completion of major/minor sequence: none.
- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Course examines the way Francophone film directors and social scientists look at various aspects of the most recent cinema: narrative structure, recurring patterns, relation of form to content and ideology.
 - 5.2 Proposed course catalog listing: Course examines the way Francophone film directors and social scientists look at various aspects of the most recent cinema: narrative structure, recurring patterns, relation of form to content and ideology. Taught in French. May be repeated once for credit.
 - 5.3 Rationale for revision of course catalog listing: Make it clear that students need advanced proficiency in French in order to take the course.
- 6. Revise course credit hours:** N/A
- 7. Proposed term for implementation:** Spring 2010
- 8. Dates of prior committee approvals:**

Modern Languages Department:

2-10-09

Potter College Curriculum Committee

3-5-09

Undergraduate Curriculum Committee

March 26, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: February 25, 2009

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 101
- 1.2 Course title: Enduring Questions: Truth and Relativism
- 1.3 Abbreviated course title: TRUTH AND RELATIVISM
- 1.4 Credit hours: 3
- 1.5 Schedule type: S
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The study of central positions and arguments concerning the nature and character of Truth: Is there such a thing as Truth? What is real? If there is Truth and reality, how can we know them?

2. Rationale:

- 2.1 Reason for developing the proposed course: The development of this course stems from the philosophy program's 2008 application to the Enduring Questions initiative of the National Endowment for the Humanities. This course will serve as a new offering to General Education students and to students interested in the philosophy major.

We are proposing the creation of this course for four primary reasons. First, we believe that the more focused content of the course (more focused, for example, than PHIL 120) will allow students to explore more specifically the philosophical questions that interest them. Second, combined with PHIL 102 and 103, these courses will provide General Education students with more choice in completing a GE requirement or in exploring a possible major or minor in philosophy. Third, the emphasis on great historical works in the discipline will ensure that the course provides students with an understanding of the historical continuity of the discipline and its role in Western civilization—an important goal of the GE program. Finally, the course's emphasis on "enduring questions" will help students to see the value of philosophical inquiry across the academic disciplines and in their lives.

This course will be a seminar-style introduction that uses full-length, original philosophical texts, such as by Plato, David Hume, and Pierre Duhem. These books will ground student exploration into and consideration of the focus topic, and then be used to examine cognate areas such as law, science, or art. Students will have the opportunity to gain a deep understanding of the philosophical notions of Truth and Relativism.

- 2.2 Projected enrollment in the proposed course: 32, based on General Education demand, general interest, and the focus on writing in the course (English 100, for example, is capped at 22).
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is designed as an introductory philosophy course that introduces students to fundamental questions and arguments in philosophy. Unlike PHIL 120 (a course likely to be phased out in the coming years), this course is more focused on specific areas in the study of philosophy. Students interested in further study of such questions and arguments will be encouraged to take additional courses at the 200-level and above.
- 2.4 Relationship of the proposed course to courses offered in other departments: None, though certainly the questions and arguments raised in this course would be of interest to students in a wide range of academic disciplines.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many institutions offer introductory philosophy courses that focus on primary texts and take a historical approach. For example, there are PHIL 100 (Philosophy and Its Issues) at DePaul University and PHIL 205 (Introduction to Philosophy) at the University of Louisville. Unlike these courses, however, PHIL 101 will not attempt to cover the breadth of issues or problems in philosophy in a single semester. Instead, it will focus more directly on those issues or problems that arise in metaphysics and epistemology. In this regard, it has similarities to PHIL 110 (The Human Condition: Value and Reality) at The University of Tennessee.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Students will develop reading skills through sustained engagement with one or more full-length philosophical texts.
 - Students will gain an understanding of the historical continuity and development of central concepts and arguments in epistemology and metaphysics.
 - Students will develop skills of analysis and critical thinking through the close reading and discussion of texts and through written assignments.
 - Students will develop communication skills through written assignments (including opportunities for re-writes based on instructor or peer review) and speaking (the course will be taught largely in seminar style and will include student presentations).
 - Students will gain familiarity with philosophical sub-fields, including epistemology, metaphysics, and axiology.
- 3.2 Content outline:
 - I. Introduction of the key question(s)
 - II. Selections of primary works
 - III. Application to law, science, and art
- 3.3 Student expectations and requirements: Students are expected to read carefully the assigned texts and to be active participants in class discussion. Evaluation of

students will depend heavily on written work (short or long papers, in-class writings, reading responses, etc.) and course presentations.

3.4 Tentative texts and course materials:

Augustine, *Contra Academicos*
 Bacon, Francis, *Novum Organum*
 Berkeley, George, *A Treatise Concerning the Principles of Human Understanding*
 Descartes, Rene, *Meditations on First Philosophy*
 Duhem, Pierre, *To Save the Phenomena*
 Einstein, Albert, *Relativity: The Special and General Theory*
 Frege, Gottlob, *On Sense and Reference*
 Galileo, *Dialogue Concerning the Two Chief World Systems*
 Hume, David, *Enquiry Concerning Human Understanding*
 Husserl, Edmund, *Logical Investigations*
 Kant, Immanuel, *Prolegomena to any Future Metaphysics*
 Kuhn, Thomas, *The Structure of Scientific Revolution*
 Locke, John, *Essay Concerning Human Understanding*
 Newton, Thomas, *Principia Mathematica*
 Plato, *Protagoras*
 Plato, *Theaetetus*
 Popper, Karl, *The Logic of Scientific Revolution*
 Sextus Empiricus, *Outlines of Pyrrhonism*
 Thucydides, *History of the Peloponnesian War*
 William of Occam, *Summa Logicae*
 Wittgenstein, Ludwig, *Tractatus Logico-Philosophicus*

4. **Resources:**

- 4.1 Library resources: Sufficient for this course.
- 4.2 Computer resources: Sufficient for this course.

5. **Budget implications:**

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

6. **Proposed term for implementation: 200930**

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

Philosophy Program	February 23, 2009
Department of Philosophy and Religion	February 25, 2009
PCAL Curriculum Committee	March 5, 2009
General Education Committee	_____

Undergraduate Curriculum Committee

March 26, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 102
- 1.2 Course title: Enduring Questions: The Good and the Beautiful
- 1.3 Abbreviated course title: THE GOOD AND THE BEAUTIFUL
- 1.4 Credit hours: 3
- 1.5 Schedule type: S
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The study of fundamental questions in moral theory and aesthetics: What is good? What is beauty? On what grounds do we base moral and aesthetic judgments? How are the good and the beautiful related, and how are they different?

2. Rationale:

- 2.1 Reason for developing the proposed course: The development of this course stems from the philosophy program's 2008 application to the Enduring Questions initiative of the National Endowment for the Humanities. This course will serve as a new offering to General Education students and to students interested in the philosophy major.

We are proposing the creation of this course for four primary reasons. First, we believe that the more focused content of the course (more focused, for example, than PHIL 120) will allow students to explore more specifically the philosophical questions that interest them. Second, combined with PHIL 101 and 103, these courses will provide General Education students with more choice in completing a GE requirement or in exploring a possible major or minor in philosophy. Third, the emphasis on great historical works in the discipline will ensure that the course provides students with an understanding of the historical continuity of the discipline and its role in Western civilization—an important goal of the GE program. Finally, the course's emphasis on "enduring questions" will help students to see the value of philosophical inquiry across the academic disciplines and in their lives.

This course will be a seminar-style introduction to two, interrelated topics in the history of philosophy: aesthetics and moral theory. The curriculum for the course will include book-length readings of works by such figures as Plato, Aristotle, Roger Bacon, Kant, and Nietzsche. Through course readings, in-class discussion, and formal writing assignments, students will engage the following enduring questions: What is good? What is beauty? On what grounds do we base

moral and aesthetic judgments? How are the good and the beautiful related, and how are they different?

- 2.2 Projected enrollment in the proposed course: 32, based on General Education demand, general interest, and the focus on writing in the course (English 100, for example, is capped at 22).
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is designed as an introductory philosophy course that introduces students to fundamental questions and arguments in philosophy. Unlike PHIL 120 (a course likely to be phased out in the coming years), this course is more focused on specific areas in the study of philosophy. Students interested in further study of such questions and arguments will be encouraged to take additional courses at the 200-level and above.
- 2.4 Relationship of the proposed course to courses offered in other departments: The course's focus on aesthetics means that it will touch on material that might be found in courses like Art 100 (Art Appreciation), MUS 120 (Music Appreciation), DANC 110 (Dance Appreciation), and THEA 151 (Theatre Appreciation). The philosophical orientation of this course, however, will make it quite different.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many institutions offer introductory philosophy courses that focus on primary texts and take a historical approach. For example, there are PHIL 100 (Philosophy and Its Issues) at DePaul University and PHIL 205 (Introduction to Philosophy) at the University of Louisville. Unlike these courses, however, PHIL 102 will not attempt to cover the breadth of issues or problems in philosophy in a single semester. Instead, it will focus more directly on those issues or problems that arise in aesthetics and moral theory. In this regard, it has similarities to PHIL 110 (The Human Condition: Value and Reality) at The University of Tennessee.

3. Discussion of proposed course:

- 3.1 Course objectives:
- Students will develop reading skills through sustained engagement with one or more full-length philosophical texts.
 - Students will gain an understanding of the historical continuity and development of central concepts and arguments in aesthetics and moral theory.
 - Students will develop skills of analysis and critical thinking through the close reading and discussion of texts and through written assignments.
 - Students will develop communication skills through written assignments (including opportunities for re-writes based on instructor or peer review) and speaking (the course will be taught largely in seminar style and will include student presentations).
 - Students will gain familiarity with two philosophical sub-fields, aesthetics and moral theory.
- 3.2 Content outline:
- I. Aesthetics and Moral Theory in Ancient Greece
 - II. Appropriation and Development in the 18th/19th Century

III. Contemporary Inheritance and Interpretation

- 3.3 Student expectations and requirements: Students are expected to read carefully the assigned texts and to be active participants in class discussion. Evaluation of students will depend heavily on written work (short or long papers, in-class writings, reading responses, etc.) and course presentations.
- 3.4 Tentative texts and course materials:
- Adorno, Theodor, *Aesthetic Theory*
Adorno, Theodor, *Dialectic of Enlightenment*
Aeschylus, *Oresteia*
Aquinas, *Summa Theologica*
Aristotle, *Nicomachean Ethics*
Aristotle, *Poetics*
Augustine, *Confessions*
Aurelius, Marcus, *Meditations*
Bacon, Roger, *Opus Majus*
Benjamin, Walter, *The Work of Art in the Age of Mechanical Reproduction*
Bernstein, J.M. (editor), *Classic and Romantic German Aesthetics*
Burke, Edmund, *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful*
Derrida, Jacques, *Truth in Painting*
Epictetus, *Discourses*
Foucault, Michel, *This is Not a Pipe*
Goethe, J.W., *Essays on Art and Literature*
Hegel, G.W.F., *Introduction to the Lectures on Aesthetics*
Heidegger, Martin, *Origins of the Work of Art*
Herder, J.G., *Selected Writings on Aesthetics*
Kant, Immanuel, *Critique of Judgment*
Kant, Immanuel, *Groundwork to the Metaphysics of Morals*
Kant, Immanuel, *Observations on the Feeling of the Beautiful and Sublime*
Kierkegaard, Soren, *Either/Or*
Kierkegaard, Soren, *Fear & Trembling*
Leibniz, G.W., *Theodicy*
Lessing, Gotthold, *Laocoon: An Essay on the Limits of Painting and Poetry*
Longinus, Dionysius, *On the Sublime*
Nietzsche, Friedrich, *Birth of Tragedy*
Nietzsche, Friedrich, *Gay Science*
Nietzsche, Friedrich, *Genealogy of Morals*
Plato, *Phaedrus*
Plato, *Phaedo*
Plato, *Republic*
Plato, *Symposium*
Schiller, Friedrich, *Letters on the Aesthetic Education of Man*
Sophocles, *Antigone*
Spinoza, Benedictus de, *Ethics*

4. Resources:

- 4.1 Library resources: Sufficient for the course.
- 4.2 Computer resources: Sufficient for the course.

5. Budget implications:

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

6. Proposed term for implementation: 200930

7. Dates of prior committee approvals:

Philosophy Program	February 23, 2009
Department of Philosophy and Religion	February 25, 2009
PCAL Curriculum Committee	March 5, 2009
General Education Committee	_____
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PHIL 103
- 1.2 Course title: Enduring Questions: The Committed Life
- 1.3 Abbreviated course title: THE COMMITTED LIFE
- 1.4 Credit hours: 3
- 1.5 Schedule type: S
- 1.6 Prerequisites/corequisites: None
- 1.7 Course description: The philosophical study of individual and collective commitment to ideals and values in a pluralistic society.

2. Rationale:

- 2.1 Reason for developing the proposed course: The development of this course stems from the philosophy program's 2008 application to the Enduring Questions initiative of the National Endowment for the Humanities. This course will serve as a new offering for General Education students, and for students interested in the philosophy major or minor.

We are proposing the creation of this course for four primary reasons. First, we believe that the more focused content of the course (more focused, for example, than PHIL 120) will allow students to explore more specifically the philosophical questions that interest them. Second, combined with PHIL 101 and 102, these courses will provide General Education students with more choice in completing a GE requirement or in exploring a possible major or minor in philosophy. Third, the emphasis on great historical works in the discipline will ensure that the course provides students with an understanding of the historical continuity of the discipline and its role in Western civilization—an important goal of the GE program. Finally, the course's emphasis on "enduring questions" will help students to see the value of philosophical inquiry across the academic disciplines and in their lives.

In the *Politics*, Aristotle notes that a person who does not keep company with others must be either an animal or a god; humans, he continues, are by nature social beings. The ancient Athens in which Aristotle wrote these words differs in important ways from the modern, pluralistic world in which we now live; yet, the subsequent explosion in world population, and the richness and complexity of societal interaction, continues to reflect our social nature. Community growth—however "community" is measured—challenges the circumstances under which one is counted a member of a populace or, conversely, excluded. Students in this course will read a combination of classical readings by philosophers concerned

with understanding the individual in society, and personal as well as collective duties and responsibilities. Class sessions will include discussions about how these formative ideas in the history of philosophy pertain to contemporary ethical, social, and political problems in the United States and in other countries throughout the world. They also will examine how different conceptions of the relationship between individuals and society affect our understanding of what it means to live meaningful and responsible lives.

- 2.2 Projected enrollment in the proposed course: 32, based on General Education demand, general interest, and the focus on writing in the course (English 100, for example, is capped at 22).
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is designed as an introductory-level philosophy course that introduces students to fundamental questions and arguments in philosophy. Unlike PHIL 120 (a course likely to be phased out in the coming years), this course is more focused on specific areas in philosophy. Students interested in further study of such questions and arguments will be encouraged to take additional courses at the 200-level and above.
- 2.4 Relationship of the proposed course to courses offered in other departments: The part of the course that deals with political thought may have some connection with PSC 330 (Introduction to Political Theory), but this course covers a broader range of material and focuses more on the ethical dimensions of social and political thought. It also is at a more introductory level. Certainly the questions and arguments raised in this course would be of interest to students in a wide range of academic disciplines.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many institutions offer introductory philosophy courses that focus on primary texts and take a historical approach. For example, there are PHIL 100 (Philosophy and Its Issues) at DePaul University and PHIL 205 (Introduction to Philosophy) at the University of Louisville. Unlike these courses (and PHIL 120), however, PHIL 103 will not attempt to cover a broad spectrum of issues or problems in philosophy in a single semester. Instead, it will focus more directly on issues or problems associated with moral and social commitments in a pluralistic society. In this regard, the course has similarities to PHIL 110 (The Human Condition: Value and Reality) at The University of Tennessee and PHIL 0080 (Introduction to Philosophical Problems) at the University of Pittsburgh.

3. Discussion of proposed course:

3.1 Course objectives:

- Students will develop reading skills through sustained engagement with one or more full-length philosophical texts.
- Students will gain an understanding of the historical continuity and development of central concepts and arguments in social and political theory and applied ethics.
- Students will develop skills of analysis and critical thinking through the close reading and discussion of texts and through written assignments.

- Students will develop communication skills through written assignments (including opportunities for re-writes based on instructor or peer review) and speaking (the course will be taught largely in seminar style and will include student presentations).
 - Students will gain familiarity with philosophical sub-fields of applied ethics, social philosophy, and political philosophy.
- 3.2 Content outline:
- I. Individual and Collective Commitment (an introduction to various foundations for individual values and social ideals drawn from different historical periods)
- a. moral dimensions
 - b. social contexts
 - c. political ideals
- II. Contemporary Issues (an examination of current discussions of social responsibility, democratic participation, environmental concern, citizenship, diversity, rights, justice, and other similar issues)
- 3.3 Student expectations and requirements: Students are expected to read carefully the assigned texts and to be active participants in class discussion. Evaluation of students will depend heavily on written work (short or long papers, in-class writings, reading responses, etc.) and course presentations.
- 3.4 Tentative Texts and course materials:

Appiah, Kwame, *Cosmopolitanism*

Aristotle, *Politics*

Augustine, *City of God*

Bauman, Zygmunt, *Does Ethics Have a Chance in a World of Consumers?*

Bentham, Jeremy, *The Principles of Morals and Legislation*

Boyte, Harry, *Everyday Politics: Reconnecting Citizens and Public Life*

Boyte, Harry, *The Citizen Solution: How You Can Make a Difference*

Cicero, *The Laws*

Cicero, *The Republic*

Coetzee, J.M., *The Lives of Animals*

Freud, Sigmund, *Civilization and its Discontents*

Hegel, G.W.F., *Philosophy of Right*

Hobbes, Thomas, *Leviathan*

Hooker, Richard, *On the Laws of Ecclesiastical Polity*

Kant, Immanuel, *Metaphysics of Morals*

Kant, Immanuel, *Perpetual Peace*

Kleinman, Arthur, *What Really Matters: Living a Moral Life Amidst Uncertainty and Danger*

Kymlicka, Will, *Multicultural Citizenship*

Locke, John, *A Letter Concerning Toleration*

Locke, John, *The Second Treatise on Government*

Machiavelli, Niccolo, *The Prince*

Marx, Karl, *The Communist Manifesto*

Marx, Karl and Frederick Engels, *The German Ideology*

Mill, John Stuart, *On Liberty*

Mill, John Stuart, *Utilitarianism*
 Mills, Charles, *The Racial Contract*
 Nietzsche, Friedrich, *Genealogy of Morals*
 Pateman, Carole, *Sexual Contract*
 Plato, *The Apology*
 Plato, *Republic*
 Pufendorf, Samuel, *On the Duty of Man and Citizen according to Natural Law*
 Rawls, John, *A Theory of Justice*
 Rousseau, Jean Jacques, *The Social Contract*
 Smith, Adam, *The Theory of Moral Sentiments*
 Stout, Jeffrey, *Democracy & Tradition*

4. Resources:

- 4.1 Library resources: Sufficient for the course.
- 4.2 Computer resources: Sufficient for the course.

5. Budget implications:

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

6. Proposed term for implementation: 200930

7. Dates of prior committee approvals:

Philosophy Program	February 23, 2009
Department of Philosophy and Religion	February 25, 2009
PCAL Curriculum Committee	March 5, 2009
General Education Committee	_____
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Kumiko Nemoto, kumiko.nemoto@wku.edu, 745-2199

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SOCL 353
- 1.2 Course title: Sociology of Modern Japan
- 1.3 Abbreviated course title: Sociology of Modern Japan
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: SOCL 100 or consent of instructor
- 1.7 Course catalog listing: Examination of social and cultural changes in contemporary Japanese society with particular focus on gender, race, and class in the context of global capitalism.

2. Rationale:

- 2.1 Reason for developing the proposed course: The course on contemporary Japan will contribute to the internationalization of the sociology curriculum and to a greater understanding of cultural and societal differences and similarities.
- 2.2 Projected enrollment in the proposed course: 40-45 students per offering. The course should attract both Sociology majors and minors as well as Asian Studies minors.
- 2.3 Relationship of the proposed course to courses now offered by the department: Sociology of Modern Japan will complement existing sociology courses such as Race, Class, and Gender (SOCL 362), Sociology of Gender (SOCL 355), Sexuality and Society (SOCL 359), and Socialization (SOCL 410). While these courses touch on various aspects of gender and culture, the proposed course would be the only one in the department to focus on the analysis of Japan.
- 2.4 Relationship of the proposed course to courses offered in other departments: Sociology of Modern Japan will complement courses in other departments that focus on different elements of Japanese society. A partial list of these courses includes: Japanese Cinema in Translation (ENG 368), Modern Japan (HIST 472), Traditional East Asia (HIST 460). While these courses obviously examine various aspects of Japan, the proposed course would be the only course at the university to examine contemporary Japan from a distinctly sociological perspective.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Interest in the sociological study of Japan has increased over the past years. Such courses have become common in sociology departments across the country (Bryn Mawr College, Harvard University, Princeton University, Swarthmore College, University of California-Davis, The University of Chicago, University of Hawaii at Manoa)

3. Discussion of proposed course:

3.1 Course objectives: 1) To provide students the tools to critically analyze various forms of social problems and inequalities in Japan; 2) To help students understand the race, class, and gender dimensions of contemporary Japanese society.

3.2 Content outline:

N. Introduction: Japan in the context of global capitalism and Western Orientalism

O. Economic development and modern Japan

P. Socialization

Q. Youth

R. Family

S. Gender and work

T. Gender and marriage

U. Transformation of self

V. Body aesthetics

W. Race and ethnicity

X. Contraception and reproductive rights

Y. Culture of Fantasy

Z. Conclusions

3.3 Student expectations and requirements: Students will be expected to perform satisfactorily on in-class exams, out-of-class projects, and unannounced in-class quizzes. The writing component for the class will be realized through essay questions on the exams and the out-of-class projects (4-6 typed pages each).

3.4 Tentative texts and course materials:

Allison, Anne. 2006. *Millennial monsters: Japanese toys and the global imagination*. Berkeley: University of California Press. Kelsky, Karen. 2001.

Women on the verge: Japanese women, western dreams. Durham, NC: Duke University Press. Ogasawara, Yuko. 1998. *Office ladies and salaried men: Power, gender, and work in Japanese companies*. Berkeley: University of California Press.

Other course materials may include, but will not be limited to, relevant journal articles appearing in *Gender & Society*, *Journal of Marriage and Family*, *American Sociological Review*, *Yale Journal of Law and Feminism*.

4. Resources:

4.1 Library resources: No additional resources needed.

4.2 Computer resources: No additional resources needed.

5. Budget implications:

5.1 Proposed method of staffing: Current staff

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Sociology Department: February 18, 2009

Potter College Curriculum Committee March 5, 2009

General Education Committee _____

University Curriculum Committee March 26, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Scott Stroot, 745-5845, scott.stroot@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: THEA 230
- 1.2 Course title: Stage Combat I: Unarmed
- 1.3 Abbreviated course title: Stage Combat I
- 1.4 Credit hours and contact hours: 3 hours.
- 1.5 Type of course: A: Applied Learning
- 1.6 Prerequisites: THEA 101, PERF 205, or permission of instructor
- 1.7 Course catalog listing: A study of unarmed violence for the stage including punches, slaps, kicks, falls and rolls. Classic vs. contemporary approaches to staging violence will also be covered. Repeatable once for a total of 6 credit hours, only three of which may be applied towards a major.

2. Rationale:

- 2.1 Reason for developing the proposed course: Knowing how to safely create the illusion of hand-to-hand combat on stage is an important and desirable technique for stage performers. The Department of Theatre and Dance has piloted this course in the context of Special Topics in Acting, and we have come to the conclusion that we can and should make this a regular feature of our acting curriculum.
- 2.2 Projected enrollment in the proposed course: 12-16 students per section, based on enrollment data from previously offered courses on this topic (in the context of Special Topics in Acting)
- 2.3 Relationship of the proposed course to courses now offered by the department: Knowing how to safely create the illusion of hand-to-hand combat on stage is an important and desirable technique for stage performers. This adoption of this course formally incorporates this knowledge/skill set into our acting curriculum.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course offers specific, specialized training to stage performers, and as such holds a unique position in the WKU catalog.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Stage combat is a common feature to many well established Theatre programs nationwide. These include Virginia Commonwealth University, The University of Alabama, University of Miami, Western Illinois University, University of Oklahoma.

3. Discussion of proposed course:

- 3.1 Course objectives:

- To learn the basic techniques of stage combat safety including cueing, rehearsal technique, and physical and vocal coaching.
 - To learn the craft of creating stage violence in a responsible and safe manner.
 - To develop the specific skills necessary to successfully execute the SAFD (Society of American Fight Directors) beginner's skills proficiency test.
 - To learn and perform exercises proven to develop improved body awareness, muscle tone, core strength, flexibility and balance.
- 3.2 Content outline: This course will include an overview of all beginning techniques used in standard stage combat. This will be followed by performing one short and one long scene incorporating stage violence. The majority of class will be spent emphasizing safety, responsibilities of actor/combatants, and proper rehearsal techniques. The students will be introduced to basic acting principles and the psychology of stage violence.
- 3.3 Student expectations and requirements: Students will be expected to adhere to the course dress code and maintain regular attendance. Performance and/or written exams will be administered periodically to allow students to demonstrate their appropriate working knowledge of the terminology and techniques covered in the course.
- 3.4 Tentative texts and course materials: No text required. Online course materials and occasional handouts provided by the instructor as needed.
- 4. **Resources:**
 - 4.1 Library resources: N/A
 - 4.2 Computer resources: N/A
- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Current departmental faculty.
 - 5.2 Special equipment needed: Students will be required to provide their own approved knee & elbow pads. Otherwise, current departmental equipment is sufficient.
 - 5.3 Expendable materials needed: None
 - 5.4 Laboratory materials needed: None
- 6. **Proposed term for implementation:** Fall 2009
- 7. **Dates of prior committee approvals:**

Department of Theatre and Dance:	2/17/09
Potter College Curriculum Committee:	3/5/09
Undergraduate Curriculum Committee	March 26, 2009
University Senate	

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

Contact Person: Scott Stroot, 745-5845, scott.stroot@wku.edu

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: THEA 330
- 1.2 Course title: Stage Combat II: Rapier
- 1.3 Abbreviated course title: Stage Combat II
- 1.4 Credit hours and contact hours: 3 hours, repeatable 2 times for credit
- 1.5 Type of course: A: Applied Learning
- 1.6 Prerequisites: THEA 230 or permission of instructor
- 1.7 Course catalog listing: Staged swordplay technique and choreography featuring single rapier.

2. Rationale:

- 2.1 Reason for developing the proposed course: Knowing how to safely create the illusion of blade combat on stage is an important and desirable technique for stage performers. The Department of Theatre and Dance has piloted this course in the context of Special Topics in Acting, and we have come to the conclusion that we can and should make this a regular feature of our acting curriculum.
- 2.2 Projected enrollment in the proposed course: 12-16 students per section, based on enrollment data from previously offered courses on this topic (in the context of Special Topics in Acting)
- 2.3 Relationship of the proposed course to courses now offered by the department: Knowing how to safely create the illusion of blade combat on stage is an important and desirable technique for stage performers. This adoption of this course formally incorporates this knowledge/skill set into our acting curriculum.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course offers specific, specialized training to stage performers, and as such holds a unique position in the WKU catalog.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Stage combat is a common feature to many well established Theatre programs nationwide. These include Virginia Commonwealth University, The University of Alabama, University of Miami, Western Illinois University, University of Oklahoma.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - To learn the basics of safe theatrical swordplay, including point and cutting attacks, all parries, cueing, rehearsal techniques, physical and vocal coaching, and a working vocabulary of standard terminology used in the field.

- To learn how to employ proper breathing and movement technique in the choreography and execution of simple swordplay fight sequences.
 - To learn and perform exercises designed to develop improved body awareness, muscle tone, core strength, flexibility and balance.
- 3.2 Content outline: This course will emphasize safe staged swordplay, including offensive and defensive technique training and the execution of short choreographed scenes adhering to SAFD (Society of American Fight Directors) certification standards.
- 3.3 Student expectations and requirements: Students will be expected to adhere to the course dress code and maintain regular attendance. Performance and/or written exams will be administered periodically, allowing students to demonstrate their working knowledge of the terminology and techniques covered in the course.
- 3.4 Tentative texts and course materials: No text required. Online course materials and occasional handouts provided by the instructor as needed.
- 4. **Resources:**
 - 4.1 Library resources: N/A
 - 4.2 Computer resources: N/A
- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Current departmental faculty.
 - 5.2 Special equipment needed: Students will be required to provide their own approved knee & elbow pads and gloves. Otherwise, current departmental equipment is sufficient.
 - 5.3 Expendable materials needed: None
 - 5.4 Laboratory materials needed: None
- 6. **Proposed term for implementation:** Fall 2009
- 7. **Dates of prior committee approvals:**

Department of Theatre and Dance:	2/17/09
Potter College Curriculum Committee:	3/5/09
University Curriculum Committee	March 26, 2009
University Senate	

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

Contact Person: Andrew McMichael, andrew.mcmichael@wku.edu, 5-7023

1. Identification of program:

- 1.1 Program title: Southern Studies
- 1.2 Required hours in minor program: 21
- 1.3 Special information: This minor will be housed within the Department of History, although it will also have a strong interdisciplinary component.
- 1.4 Catalog description: The minor in Southern Studies allows students to focus on an exploration of topics related to the U.S. South and has the following goals: to introduce students to the history and culture of the U.S. South; to provide a framework for understanding the region in a local, national, and world context; to understand the U.S. South as a region both separate from and integrated within the United States. No more than six hours of the history major may be used for completion of the minor.

The minor in Southern Studies requires a minimum of 21 hours, including five required courses: FLK 281, HIST 457, HIST 458, HIST 443, and ENG 495. Students also complete 6 hours out of the following electives: ANTH 432, ENG 398 or ENG 494, FLK/ANTH 378, GEOG 451, HIST 430, HIST 481, RELS 330, or a three-credit service-learning component. Students should consult with the program director for the suggested sequence of studies.

2. Rationale:

- 2.1 Reason for developing the proposed minor program: This minor is being offered in response to both student interest within the WKU community—as expressed through informal surveys of survey courses and from student inquiries in the office of the Department of History—as well as an institutional scholarly focus on the U.S. South. The minor will appeal to students who simply wish to focus their studies on the region, as well as to those wishing to go on to graduate school in a field related to the study of the U.S. South. This minor also complements the already-existing Center for the Study of the Civil War in the West, and the “Civil War and Southern History Research Collection” at the Kentucky Library, which is one of the largest collections of its kind in the United States. While History courses will provide that foundation, the minor will also include courses from several different disciplines. So, for example, a student with a major in another program who wishes to focus his career on or in the U.S. South might find this minor helpful as a means of gaining greater understanding of their major field. For example, this minor will provide focus for majors in Political Science and History who intend to go on to law school and practice law in, or related to, the U.S. South. Similarly Majors in Journalism, Social Work, and even the various

Education majors can use this minor to help broaden their understanding of the place in which they intend to pursue their careers. In the United States, regional studies and regional issues still play a role in people's understanding of culture, politics, and society in general.

- 2.2 Projected enrollment in the proposed minor program: Twenty to thirty annually, based on informal surveys in introductory history classes as well as student interest as indicated by inquiries to the department. The History Department currently offers five courses directly related to the study of the U.S. South. Each of the courses fills to capacity each time it is offered. The sequential courses on the history of the U.S. South are offered every semester and still fill to capacity.
- 2.3 Relationship of the proposed minor program to other programs now offered by the department: It helps focus many of our course offerings, but as of now the Department of History offers no other major or minor programs related to this proposed minor. The Kentucky Studies Certificate, which is directed by Carol Crowe-Carraco, has some overlap, but will not be affected by this minor. The Southern Studies Minor might be utilized by some Social Studies majors as a secondary interest, but should have no impact on their major course of studies.
- 2.4 Relationship of the proposed minor program to other university programs: This program will complement the major in history, but will more broadly serve as an option for students in other majors who wish to also focus their interests on the U.S. South. Several departments have U.S. South-focused courses planned for launching in the next few years. As those come online this minor will integrate those into the requirements and electives. Additionally, this minor will complement other "area studies" programs and certificates in Potter College, such as Asian Studies, Canadian Studies, African American Studies, and Latin American Studies.
- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Southern Studies programs are common at institutions throughout the U.S. South. Examples of Southern Studies majors and minors at other institutions are at University of Mississippi (major), University of North Carolina (major), Vanderbilt (major), St. Andrews Presbyterian College (major), University of South Carolina (minor), The Citadel (minor), Auburn (minor), Louisiana State University Alexandria (minor), Davidson College (concentration). Among benchmarks Middle Tennessee State University offers a very popular minor. No other benchmarks offer a Southern Studies major or minor, although many have faculty with specializations in this area. We would be the first institution in Kentucky to offer this minor program.
- 2.6 Relationship of the proposed minor program to the university mission and objectives: The university mission states that we prepare students to be productive, engaged leaders in a global society. This minor program will give students a broader basis for understanding the region in which most of them will live and work.

3. Objectives of the proposed minor:

Upon completion of this minor, student will

- have had a basic introduction to the history and culture of the U.S. South;

- have studied advanced topics in the history and culture of the U.S. South;
- be able to analyze the major themes and events that shaped the development of the U.S. South from the colonial period to the present;
- analyze the ways in which the U.S. South is a region both separate from and integrated within the United States;
- develop critical thinking skills essential to continuing
- be able to analyze the society, history, and culture of the region in a local, national, and global context;

4. Curriculum:

COURSE OF STUDY	
REQUIRED COURSES (15 HOURS):	
-	FLK 281: Roots of Southern Culture (3)
-	HIST 457: Old South (3)
-	HIST 458: New South (3)
-	HIST 443: Civil War and Reconstruction (3)
-	ENG 495: Southern Literature (3)
ELECTIVES (6 HOURS FROM THE FOLLOWING):	
-	ANTH 432: Field Course in Archaeology (3)
-	ENG 398: Hemingway and Faulkner <u>or</u> ENG 494: Kentucky Literature (3)
-	FLK/ANTH 378: Southern Appalachian Folklife (3)
-	GEOG 451: Geography of Kentucky (3)
-	HIST 430: The Civil Rights Movement in America (3)
-	HIST 481: The Rise and Fall of the Confederacy (3)
-	RELS 330: Religion in the American South (3)
-	Three-credit service-learning component in consultation with program director (3)
TOTAL:	21

5. Budget implications: None. This minor will be offered using existing courses taught by existing faculty. The Department of History will shoulder the administrative expenses from within the existing budget.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

History Department:	<u>2/17/2009</u>
Potter College Curriculum Committee	<u>3/5/2009</u>
Undergraduate Curriculum Committee	March 26, 2009

University Senate

Attachment: Program Inventory Form

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

Contact Person: Robert Dietle, robert.dietle@wku.edu, 5-5731

1. Identification of program:

- 1.1 Program title: Legal Studies
- 1.2 Required hours in minor program: 24
- 1.3 Special information: This minor will be housed within the Dean's Office of Potter College.
- 1.4 Catalog description: The Legal Studies minor provides a cross-disciplinary perspective while fostering a greater understanding of the law as it relates to history, the sciences, and ethics in the United States and around the world. While this minor will appeal to pre-law students, it can also serve as a background for a wide variety of careers, including public administration, academics, government, homeland security, and law enforcement.

The minor in Legal Studies requires a minimum of 24 semester hours, including 9 required hours: HIST 445, HIST 446, and PS 326. There are 9 hours of restricted electives, with one course from each pod: Pod 1: PHIL 350, JOUR 301, or PS 338; Pod 2: GEOG 487, PSY 470, or SOCL 432; and Pod 3: ECON 390, MGT 200, or MGT 301. Students also complete 6 hours of general electives from two different disciplines, chosen from the following: ECON 390, GEOG 487, HIST 430, JOUR 301, MGT 200, MGT 365, MGT 400, PHIL 321, PHIL 322, PHIL 323, PHIL 350, PS 338, PSY 470, RELS 202, SOCL 330, SOCL 332, SOCL 432, or a three-credit service-learning component in consultation with the program director. Students should consult with the program director for the suggested sequence of studies and for course prerequisites.

2. Rationale:

- 2.1 Reason for developing the proposed minor program: This minor is being developed in response to several broad trends in higher education, as well to satisfy the immediate needs of our students. First, this minor speaks to the trend of taking programs out of their "silos" and thinking in a more interdisciplinary manner about the ways in which students are prepared for real-world challenges after they leave college. As an interdisciplinary minor housed within the Dean's Office of Potter College, Legal Studies will allow students from a broad range of disciplines to focus their studies using their own majors as a launching point for exploring how the study of law cuts through and across traditional ideas of "what is a discipline." In this, the Legal Studies minor gives students a preview of what their real-world occupations will be like. That is, a future FBI agent, attorney, or advisor to a Fortune 500 company will need to understand not only environmental law, for example, but also the history of law in the United States as well as the ethical underpinnings of business law and of

ethics. A Geology/Geography major interested in working for a petroleum company after graduation could tout completion of this minor as evidence of an interdisciplinary supplement to his major.

This minor follows the model established by the Legal Studies program at the University of California-Berkeley, which is based firmly on the view that the study of law and justice has a rich humanistic tradition and that its pursuit can encourage sustained reflection on fundamental values.” It offers courses in a wide variety of subjects, including philosophy and ethics, American legal history, political process, sociology and criminal justice, business, economics and property law, and legal regulations on environmental issues.

This minor is formulated to both meet and exceed the undergraduate course of study recommended by both the American Bar Association (ABA) and American Association of Law Schools (AALS). According to both the ABA and the AALS, Legal Studies programs at the undergraduate level should not aim to provide specific “vocational training” to prepare students for law school. Instead they should encourage students to pursue students develop their ability to think clearly and to analyze arguments critically. The interdisciplinary approach of this minor exposes the student to the great variety of human behavior and institutions.

Although this minor anticipates a broad audience, that this minor will also appeal to Pre-Law students as well as students with other careers in mind. Many students who go on to law school already take a major within the liberal arts—such as History or Political Science. However this minor will actually help Pre-Law students go beyond that recommendation in that it encourages students to break down the barriers between the “liberal arts” and the sciences and business. Thus, this program would be an ideal complement to a broad-based curriculum for Pre-Law students that emphasizes reading comprehension, excellent writing, and outstanding logical/analytical reasoning skills. Finally, Pre-Law students will best prepare for law school by pursuing a rigorous course of study during their undergraduate years.

- 2.2 Projected enrollment in the proposed minor program: From the standpoint of student demand, there exists a strong core of Pre-Law students at WKU, and the Pre-Law advisors estimate that they receive between 50 - 100 inquiries per year about the possibility of majoring or minoring in “Pre-Law” (Legal Studies). There are about 100 freshman and sophomore students in Pre-Law advising. This proposal anticipates around 100 students in this minor, based on Pre-Law advising numbers and specific student inquiries to the Pre-Law advisors.
- 2.3 Relationship of the proposed minor program to other programs now offered by the department: Department of History currently houses the Pre-Law advising coordinator, and teaches two courses on legal history. This new minor would not have any impact on the History major.
- 2.4 Relationship of the proposed minor program to other university programs: At least a dozen departments on campus offer courses related to the law; most of which are listed under “curriculum” below. No other program on campus has a major or minor focused on legal studies, and this minor is intended to supplement other major programs on campus by providing a complementary area of study. This program directly complements the Criminology Minor in the Department of Sociology. The Political Science Department offers a concentration in public law for their majors.

- 2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Majors and minors in Legal Studies exist at numerous institutions, including Berkeley (major), UMass Amherst (major), University of Illinois (major), the University of Maryland University College (major), Columbia (various specific Legal Studies majors), University of Wisconsin Madison (major), and UCSC (major), as well as the University of Rochester (minor), the University of San Francisco (minor), the Rochester Institute of Technology (minor), and Drexel University (minor). Within the Commonwealth Murray State has a combined department of “Government, Law, and International Affairs.”
- 2.6 Relationship of the proposed minor program to the university mission and objectives: The university mission states that WKU prepares students to be productive, engaged leaders in a global society. The minor in Legal Studies would function as a complementary program that would give students a broader understanding of how the study and application of the law will help them in their careers.

3. **Objectives of the proposed minor:**

Upon completion of this minor, student will

- Have a greater understanding of the interconnectedness of legal studies across the disciplines;
- Have a greater understanding of the complex relationships and interactions between law and society;
- Have developed critical thinking skills essential to continuing their studies in fields related to legal studies;
- Have developed critical thinking skills that will complement their major field of study;
- Gain a greater understanding of interdisciplinary approaches to the law in the humanities, social sciences, and sciences;
- Be able to analyze how the law functions in a regional, national, and global context;
- Be better prepared to go on to careers in law-related fields;

4. **Curriculum:**

COURSE OF STUDY	
REQUIRED COURSES (9 HOURS): <ul style="list-style-type: none"> - HIST 445: American Legal History to 1865 (3) - HIST 446 American Legal History Since 1865 (3) - PS 326: Constitutional Law (3) 	
RESTRICTED ELECTIVES (9 HOURS; ONE COURSE FROM EACH POD): <ul style="list-style-type: none"> - POD 1 (3): <ul style="list-style-type: none"> o PHIL 350: Ethical Theory (3) o JOUR 301: Press Law and Ethics (3) o PS 338: Government and Ethics (3) - POD 2 (3): <ul style="list-style-type: none"> o GEOG 487: Environmental Law and Policy (3) o PSY 470: Psychology of Law (3) o SOCL 432: Sociology of Criminal Law (3) - POD 3 (3): <ul style="list-style-type: none"> o ECON 390: Economics, Law, and Public Choice (3) o MGT 200: Legal Environment of Business (3) o MGT 301: Business Law (3) 	
ELECTIVES (6 HOURS SELECTED FROM THE FOLLOWING; AT LEAST TWO DIFFERENT DISCIPLINES MUST BE REPRESENTED): <ul style="list-style-type: none"> - ECON 390: Economics, Law, and Public Choice (3) - GEOG 487: Environmental Law and Policy (3) - HIST 430: History of the Civil Rights Movement (3) - JOUR 301: Press Law and Ethics (3) - MGT 200: Legal Environment of Business (3) - MGT 365: Entrepreneurial Law (3) - MGT 400: Employment Law (3) - PHIL 321: Morality and Business (3) - PHIL 322: Biomedical Ethics (3) - PHIL 323: Social Ethics (3) - PHIL 350: Ethical Theory (3) - PS 220: Judicial Process (3) - PS 338: Government and Ethics (3) - PSY 470: Psychology of Law (3) - RELS 202: Racial Justice (3) - SOCL 330: Criminology (3) - SOCL 332: Juvenile Delinquency (3) - SOCL 432: Sociology of Criminal Law (3) - Three-credit service-learning component in consultation with program director (3) 	
TOTAL:	24

5. **Budget implications:** None. This minor will be offered using existing courses taught by

existing faculty. The Department of History will shoulder the administrative expenses from within the existing budget.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

History Department:	<u>2/24/2009</u>
PCAL Curriculum Committee	<u>3/5/2009</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: February 16, 2009

**University College
Honors College
Proposal to Create a New Course
(Action Item)**

Contact Person: Clay Motley, clay.motley@wku.edu, (270) 745-3171

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HON 250
- 1.2 Course title: Honors Practicum
- 1.3 Abbreviated course title: Honors Practicum I
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: P – Practicum
- 1.6 Prerequisites/corequisites: Good standing in the Honors College
- 1.7 Course catalog listing: First semester course offering a supervised practical experience for honors students.

2. Rationale:

- 2.1 Reason for developing the proposed course: Many honors students will seek out opportunities to achieve practical experience that will be valuable to their future careers. This course provides an opportunity for honors credit to be earned for these experiences.
- 2.2 Projected enrollment in the proposed course: Enrollment is variable and dependent on the number of students pursuing practical experiences each semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Honors College currently has no practicum courses available.
- 2.4 Relationship of the proposed course to courses offered in other departments: Some programs have practicum experiences at the undergraduate and/or graduate level. Students in these programs can choose to receive credit through the practicum course of either the program or the Honors College. The Honors Practicum will also be utilized in programs that do not have their own practicum courses.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many Honors Colleges have practicum experiences that can be utilized for honors credit.

3. Discussion of proposed course:

- 3.1 Course objectives: The proposed course will be used for students desiring a one-semester practicum experience. Students will work a minimum of 150 hours in order to receive three credits for HON 250. The project will be defined in writing and must specify the expectations of the student. Appropriate paperwork will be submitted to the Honors College for approval. Grades will be based upon a

- submitted paper describing the project upon its completion and upon the evaluations of the supervisors of the experience.
- 3.2 Content outline: Students will work with a representative of the Honors College and the organization/entity supervising the practical experience to develop the experience. The HON 250 course will provide students with Honors College credit upon the completion of the one-semester experience.
 - 3.3 Student expectations and requirements: Students must develop expectations and requirements with an Honors College representative and the organization/entity supervising the practical experience. Students must work a minimum of 150 hours to receive the three credits. Final grades are based on written evaluation by the project supervisors and by the submission of a written paper by the student discussing the value of the experience.
 - 3.4 Tentative texts and course materials: Texts and course materials will vary based on the student's practicum experience.
4. **Resources:**
 - 4.1 Library resources: Since each practicum experience varies, there is no established set of library resources required for the proposed practicum. Adequate
 - 4.2 Computer resources: Dependent on each individual practicum experience. Adequate
 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Current Honors College staff will supervise honors students during their practicum experiences.
 - 5.2 Special equipment needed: N/A
 - 5.3 Expendable materials needed: N/A
 - 5.4 Laboratory materials needed: N/A
 6. **Proposed term for implementation: Fall 2009**
 7. **Dates of prior committee approvals:**

Honors College	March 6, 2009
University College Curriculum Committee	March 16, 2009
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**University College
Honors College
Proposal to Create a New Course
(Action Item)**

Contact Person: Clay Motley, Clay.motley@wku.edu, (270) 745-3171

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HON 275
- 1.2 Course title: Honors Internship I
- 1.3 Abbreviated course title: Honors Internship I
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: N – Internship
- 1.6 Prerequisites/corequisites: Good standing in Honors College
- 1.7 Course catalog listing: First semester course offering practical experience for honors students in a supervised work situation with a cooperative organization, agency, or entity.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will provide Honors College Students with the opportunity to receive college credit for their participation in a supervised internship experience. The HON 275 will serve as the course number for students pursuing a one-semester internship experience.
- 2.2 Projected enrollment in the proposed course: Enrollment is variable and dependent on the number of students wishing to pursue an internship opportunity.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Honors College currently does not offer an internship course. This course will be beneficial for those students who wish to complete an internship experience but do not have the opportunity to take an internship course associated with their undergraduate major or minor.
- 2.4 Relationship of the proposed course to courses offered in other departments: Some departments offer an internship course as an elective or as a requirement associated with a student's major or minor. Honors College students will have the option of registering for the proposed HON 275 course or an internship course that is available in their specific academic major or minor.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Internship experiences are part of standard course offerings and an important part of the curriculum at Honors Colleges throughout the country.

3. Discussion of proposed course:

- 3.1 Course objectives: The proposed course will be used for students completing a one-semester internship experience. Students will work with an organization, agency, or other entity to develop a project and a scope of work that shall be completed to fulfill the requirements of the internship. Students must work a minimum of 150 hours

- within the selected organization, agency, or entity during the semester to receive the three credits for HON 275. The project will be defined in writing and will specify the expectations of students and the role of the organizations' internship coordinators in supervising internship experiences. Students will present completed paperwork outlining the scope of the internship experience and the final deliverables to the Honors College for approval. Students will be required to submit a final paper describing the project, and students will receive a letter grade upon completion of the internship experience. Grades will be based on the quality of the paper submissions and the written evaluations provided by the organizations' internship coordinators/supervisors.
- 3.2 Content outline: Students work with a representative from an organization/entity and a representative the Honors College to develop and execute the internship experience. The proposed HON 275 will provide students with Honors-level course credit for the completion of a one-semester internship experience.
- 3.3 Student expectations and requirements: Students must develop the expectations and requirements with a representative of the Honors College and the internship coordinator/supervisor of the organization in which they will be working. Students must work a minimum of 150 hours within the designated organization, agency, or entity during the semester to receive the three credits for HON 275. Students' final grades in the course will be based on the written evaluations of the organizations' internship coordinators/supervisors and the students' submission of a final paper discussing the educational value of the experience and the project completed. Students may also be asked to share their experiences in conference presentations, honors colloquia, or through honors workshops and retreats.
- 3.4 Tentative texts and course materials: Texts and course materials will vary based on the each student's internship experience.
- 4. Resources:**
- 4.1 Library resources: Students will be responsible for using the resources available at the library for their internship experiences. Since each internship experience will vary, there is no established set of library resources required for the proposed HON 275. Adequate.
- 4.2 Computer resources: Dependent on each individual internship experience. Adequate
- 5. Budget implications:**
- 5.1 Proposed method of staffing: Current Honors College staff will supervise honors students during their internship experiences.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A
- 6. Proposed term for implementation: Fall 2009**
- 7. Dates of prior committee approvals:**

Honors College

March 6, 2009

University College Curriculum Committee March 16, 2009

Undergraduate Curriculum Committee March 26, 2009

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**University College
Honors College
Proposal to Create a New Course
(Action Item)**

Contact Person: Clay Motley, clay.motley@wku.edu, (270) 745-3171

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HON 350
- 1.2 Course title: Honors Practicum II
- 1.3 Abbreviated course title: Honors Practicum II
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: P – Practicum
- 1.6 Prerequisites/corequisites: HON 250 and good standing in the Honors College
- 1.7 Course catalog listing: Second semester course offering a supervised practical experience for honors students.

2. Rationale:

- 2.1 Reason for developing the proposed course: Many honors students will seek out opportunities to achieve practical experience that will be valuable to their future careers. This course is for students desiring a second semester of practical experience.
- 2.2 Projected enrollment in the proposed course: Enrollment is variable and dependent on the number of students pursuing practical experiences each semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Honors College currently has no practicum courses available. This will be the second semester course to follow the newly-proposed HON 250.
- 2.4 Relationship of the proposed course to courses offered in other departments: Some programs have practicum experiences at the undergraduate and/or graduate level. Students in these programs can choose to receive credit through the through the practicum course of either the program or the Honors College. The Honors Practicum courses will also be utilized in programs that do not have their own practicum courses.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Many Honors Colleges have practicum experiences that can be utilized for honors credit.

3. Discussion of proposed course:

- 3.1 Course objectives: The proposed course will be used for students desiring a second-semester of practicum experience. Students will work a minimum of 150 hours in one semester in order to receive three credits for HON 250. After completion of HON 250, students may work a minimum of 150 hours in a second semester to complete HON 350. The project will be defined in writing and must specify the expectations of the student. Appropriate paperwork will be submitted to the Honors College for approval. Grades will be based upon a submitted paper describing the project upon its completion and upon the evaluations of the supervisors of the experience.

- 3.2 Content outline: Students will work with a representative of the Honors College and the organization/entity supervising the practical experience to develop the experience. The HON 350 course will provide students with Honors College credit upon the completion of the second-semester experience.
 - 3.3 Student expectations and requirements: Students must develop expectations and requirements with an Honors College representative and the organization/entity supervising the practical experience. Students must work a minimum of 150 hours in the first semester to receive the three credits of HON 250. By working a minimum of 150 hours in a second semester, students can receive three credits of HON 350. Final grades are based on written evaluation by the project supervisors and by the submission of a written paper by the student discussing the value of the experience.
 - 3.4 Tentative texts and course materials: Texts and course materials will vary based on the student's practicum experience.
4. **Resources:**
 - 4.1 Library resources: Since each practicum experience varies, there is no established set of library resources required for the proposed practicum. Adequate
 - 4.2 Computer resources: Dependent on each individual practicum experience. Adequate
 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Current Honors College staff will supervise honors students during their practicum experiences.
 - 5.2 Special equipment needed: N/A
 - 5.3 Expendable materials needed: N/A
 - 5.4 Laboratory materials needed: N/A
 6. **Proposed term for implementation: Fall 2009**
 7. **Dates of prior committee approvals:**

Honors College	March 6, 2009
University College Curriculum Committee	March 16, 2009
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**University College
Honors College
Proposal to Create a New Course
(Action Item)**

Contact Person: Clay Motley, Clay.motley@wku.edu, (270) 745-3171

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HON 375
- 1.2 Course title: Honors Internship II
- 1.3 Abbreviated course title: Honors Internship II
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: N – Internship
- 1.6 Prerequisites/corequisites: HON 275 & good standing in Honors College
- 1.7 Course catalog listing: Second semester course offering practical experience for honors students in a supervised work situation with a cooperative organization, agency, or entity.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will provide Honors College Students with the opportunity to receive college credit for their participation in a supervised internship experience. The HON 375 will serve as the course number for students pursuing a second semester internship experience.
- 2.2 Projected enrollment in the proposed course: Enrollment is variable and dependent on the number of students wishing to pursue an internship opportunity.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Honors College currently does not offer an internship course. This course will be beneficial for those students who wish to complete an extended internship experience but do not have the opportunity to take an internship course associated with their undergraduate major or minor.
- 2.4 Relationship of the proposed course to courses offered in other departments: Some departments offer an internship course as an elective or as a requirement associated with a student's major or minor. Honors College students will have the option of registering for the proposed HON 375 course or an internship course that is available in their specific academic major or minor.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Internship experiences are part of standard course offerings and an important part of the curriculum at Honors Colleges throughout the country.

3. Discussion of proposed course:

- 3.1 Course objectives: The HON 375 Honors Internship II course will be used for students completing a second semester internship experience. Students must complete HON 275 and work a minimum of 150 hours within the selected organization, agency, or entity during the semester to receive the three credits for HON 375. The

- project will be defined in writing and will specify the expectations of students and the role of the organizations' internship coordinators in supervising internship experiences. Students will present completed paperwork outlining the scope of the internship experience and the final deliverables to the Honors College for approval. Students will be required to submit a final paper describing the project, and students will receive a letter grade upon completion of the final semester internship experience. Grades will be based on the quality of the paper submissions and the written evaluations provided by the organizations' internship coordinators/supervisors.
- 3.2 Content outline: Students work with a representative from an organization/entity and a representative from the Honors College to develop and execute the internship experience. The proposed HON 375 will provide students with Honors-level course credit for the completion of a second semester internship experience.
 - 3.3 Student expectations and requirements: Students must develop the expectations and requirements with a representative of the Honors College and the internship coordinator/supervisor of the organization in which they will be working. Students must complete HON 275 and work a minimum 150 hours within the designated organization, agency, or entity during the semester to receive the three credits for HON 375. Students' final grades in the course will be based on the written evaluations of the organizations' internship coordinators/supervisors and the students' submission of a final paper discussing the educational value of the experience and the project completed. Students may also be asked to share their experiences in conference presentations, honors colloquia, or through honors workshops and retreats.
 - 3.4 Tentative texts and course materials: Texts and course materials will vary based on the each student's internship experience.
- 4. Resources:**
- 4.1 Library resources: Students will be responsible for using the resources available at the library for their internship experiences. Since each internship experience will vary, there is no established set of library resources required for the proposed HON 375. Adequate.
 - 4.2 Computer resources: Dependent on each individual internship experience. Adequate
- 5. Budget implications:**
- 5.1 Proposed method of staffing: Current Honors College staff will supervise honors students during their internship experiences.
 - 5.2 Special equipment needed: N/A
 - 5.3 Expendable materials needed: N/A
 - 5.4 Laboratory materials needed: N/A
- 6. Proposed term for implementation: Fall 2009**
- 7. Dates of prior committee approvals:**

Honors College

March 6, 2009

University College Curriculum Committee March 16, 2009

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Honors College
Proposal to Create a New Course
(Action Item)**

Contact Person: Clay Motley, Clay.motley@wku.edu, (270) 745-3171

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HON 490
- 1.2 Course title: Special Topics
- 1.3 Abbreviated course title: Special Topics
- 1.4 Credit hours and contact hours: 3 (3)
- 1.5 Type of course: L
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: A detailed study of selected topics. May be repeated once for credit.

2. Rationale:

- 2.1 Reason for developing the proposed course: Honors College currently possesses very limited upper-division offerings. HON490 allows for upper-division credit within the Honors College while simultaneously allowing focused investigation into important topics.
- 2.2 Projected enrollment in the proposed course: 15, based on the increased number of Honors students conducting Honors Augmentation contracts (57 last fall, over 100 this spring), which shows there is a growing demand for upper-division honors offerings. Due to increased budgetary constraints and efficiency concerns, departments have more difficulty offering stand-alone upper-division honors sections. Departments offering HEECs help provide opportunities for students to earn Honors credit, but we want to increase the number of stand-alone upper-division honors sections. This course should attract students who are currently earning Honors credit through Augmentations. Further, the fact that we are able to fill six to eight Honors Colloquia each semester, which are capped at 15 students, is a good indicator we would have similar enrollment success with the Special Topics courses.
- 2.3 Relationship of the proposed course to courses now offered by the department: No special topics or independent studies courses currently exist in the Honors College.
- 2.4 Relationship of the proposed course to courses offered in other departments: No direct relationship, though most departments on campus offer some kind of “special topics” courses.
- 2.5 Relationship of the proposed course to courses offered in other institutions: No direct relationship, although most department in most universities offer similar “special topics” courses.

3. Discussion of proposed course:

- 3.1 Course objectives: Course objectives will vary by instructor and topic.

- 3.2 Content outline: Content outline will vary by instructor and topic.
- 3.3 Student expectations and requirements: Expectations and requirements will vary by instructor and topic.
- 3.4 Tentative texts and course materials: Will vary by instructor and topic.

4. Resources:

- 4.1 Library resources: no additional resources needed
- 4.2 Computer resources: no additional resources needed

5. Budget implications:

- 5.1 Proposed method of staffing: Existing faculty
- 5.2 Special equipment needed: no additional resources needed
- 5.3 Expendable materials needed: no additional resources needed
- 5.4 Laboratory materials needed: no additional resources needed

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Honors College	March 6, 2009
University College Curriculum Committee	March 16, 2009
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

University College
Proposal to Create a New Course
(Action Item)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ICSR 301
- 1.2 Course title: SEMINAR IN SOCIAL RESPONSIBILITY
- 1.3 Abbreviated course title: SEM IN SOCIAL RESPONSIBILITY
- 1.4 Credit hours and contact hours: 1-3; repeatable up to six hours
- 1.5 Type of course: S
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: An examination of current social problems or issues and a consideration of possible courses of action to address the problems or issues. Selected courses also may include direct action or organizing for direct action.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course is a new initiative of the Institute for Citizenship and Social Responsibility. The goal is to provide the WKU community with courses that respond quickly to developments in the culture and world around us—specifically developments related to citizenship and our social responsibility. Most of these courses will be one credit hour courses that run for a limited number of weeks during the semester. Some of these courses may even be created and offered during the semester in response to immediate and significant local, state, national, or international developments. As a reflection of WKU's commitment to student engagement (for example, applying knowledge to the world around us, working in and for the community, and actively participating in community organization and political bodies), these courses will emphasize what students can do about current social problems or issues and may include direct action in that regard.
- 2.2 Projected enrollment in the proposed course: 15 (based on Honors Colloquia as a model)
- 2.3 Relationship of the proposed course to courses now offered by the department: Not applicable; the ICSR does not offer any other courses.
- 2.4 Relationship of the proposed course to courses offered in other departments: Several departments offer semester long courses that deal with social problems or issues of contemporary relevance. For example, there are PHIL/RELS 201 (Racial Justice), PS 374 (Women and Politics), and SOCL 362 (Race, Class and Gender). These courses also may include sections or class periods devoted to very recent developments on these problems or issues. However, these courses may or may not be offered when real world developments would make their demand the greatest. These courses may or may not focus on what students can do about these problems or issues—let alone engage in direct action about them. For example,

the reported gunshots on campus in the fall semester (2008) raised several problems or issues that might have led to the immediate offering of an ICSR 301 course. A course may have been created dealing with safety on college campuses. Another course may have dealt with persisting issues of race on the WKU campus. In other words, interested faculty would have had the opportunity to use ICSR 301 courses to engage students in immediate reflection and study about problems or issues pertinent to their lives on campus.

- 2.5 Relationship of the proposed course to courses offered in other institutions: The ICSR graduate assistant has spent considerable time trying to find comparable courses to this one at other institutions. She has not been able to find any.

3. Discussion of proposed course:

- 3.1 Course objectives: Students will
- Learn skills of collaboration and organization to address social, economic, and political issues.
 - Learn about systemic structures and dimensions of power.
 - Learn about the mechanisms of social change.
 - Learn about and practice the virtues of citizenship.
 - Demonstrate an awareness of and reflect upon issues of social justice and responsibility.
 - Develop the necessary awareness, skills, and motivation to be effective citizens.
 - Become agents of social change, who are engaged in collaborative efforts with communities on and beyond the campus.
- 3.2 Content outline: Will vary depending on topic.
- 3.3 Student expectations and requirements:
1. Students will complete the required readings for the course.
 2. Students will be active participants in the seminar discussion.
 3. Working in collaboration, will complete projects or papers for assessment and, in some cases, develop courses of action to address key social and political issues.
- 3.4 Tentative texts and course materials: Will vary depending on topic.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Any faculty member may apply to ICSR to offer a course. Proposals for ICSR courses will be submitted to the ICSR Executive Committee for review and approval.
- 5.2 Special equipment needed: Will vary depending on instructor and topic.
- 5.3 Expendable materials needed: Will vary depending on instructor and topic.
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: 200930

7. Dates of prior committee approvals:

Institute for Citizenship and Social Responsibility:	February 20, 2009
University Experience	March 3, 2009
University College Curriculum Committee	March 16, 2009
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Course Inventory Form (Bibliography and Library Resources Form are not applicable)

University College
University Experience
Proposal to Create a New Course
(Action Item)

Contact Person: Dr. Sharon Buzzard, sharon.buzzard@wku.edu, 745-5191

1. Identification of Proposed Course

- 1.1 Course Prefix (subject area) and number: UE 176
- 1.2 Course Title: Special Topics
- 1.3 Abbreviated course title: Special Topics
- 1.4 Credit Hours and Contact Hours: 1 credit hour
- 1.5 Type of Course: Applied learning/seminar
- 1.6 Co-Requisite: UE 175 (2 credit hours)
- 1.7 Course Catalog listing: UE 176 provides special topics emphasis to UE 175.
Students will receive three credit hours for the combined UE 175 and 176.

2. Rationale:

- 2.1 Reason for developing the proposed course: UE 176 affords an opportunity to add a particular topic emphasis to UE 175 by permitting an additional contact and credit hour. In the past we put through “one time only” 176 classes so that we could add a health and wellness emphasis in selected summer classes. We would like to build on that experience. Other topics could include any subject that lends itself to critical thinking. At many universities the first-year classes are theme- based so that instructors can invigorate their classes through topics of special interest to them.
- 2.2 Projected enrollment in proposed course: 22 students per class; it will probably be a small number of sections that will be enhanced in this way, perhaps no more than 2-3 per semester.
- 2.3 Relationship to proposed course to courses now offered by the department: UE 176 would be a co-requisite to UE 175 but only when 176 adds a topic focus. It would enhance the UE 175 classes by allowing students to get more depth on a given topic and by permitting instructors to target the special needs of particular populations of students (see 3.2 for examples).
- 2.4 Relationship of the proposed course to courses offered in other departments: 176 will allow expanded learning for UE 175 not merely on a topic but also through modes of delivery that a 2-hour class cannot accommodate. Some of the subject specific UE sections (CHHS 175, PSY 175) offer 3-credit hours now; adding 1-hour to the basic UE is not without precedent.
- 2.5 Relationship of the proposed course to courses offered at other institutions: First-year seminar classes at many institutions are 3-hour theme-based classes: Dartmouth, Middlebury, Loyola, Hiram.

3. Discussion of Proposed Course:

- 3.1 Course Objectives: Students will be able to develop the skills associated with through enhanced focus on a topic.

- 3.2 Content Outline: The goal above is met through selected readings in topic areas that serve, for example, such particular interests as: Women in Science and Engineering, Health and Wellness, Civic Engagement, International Student Transition, In-depth Career Exploration, and In-depth library skills study.
- 3.3 Student Expectations and Requirements: Student expectations may include reading from assigned journals and texts, participating in class discussions, active contribution to group work, and completion of projects that demonstrate critical thinking/reading skills. A variety of shorter assignments, quizzes and written reflections will test student understanding.
3. **Resources**
 - 3.1 Library resources: Adequate
 - 3.2 Computer resources: Adequate
4. **Budget implications:** Proposed method of staffing: UE faculty (full-time, part-time, and discipline specific teachers).
5. **Term of Implementation:** Fall 2009
6. **Dates of review/approvals:**

University Experience	March 3, 2009
University College Curriculum Committee	March 16, 2009
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Course Inventory Form

**University College
Proposal to Revise a Program
Action Item**

Contact Person: Jane Olmsted, jane.olmsted@wku.edu, 745-5787

1. Identification of Program

- 1.1 Current program reference number: 558
- 1.2 Current Program title: Bachelor of Interdisciplinary Studies (BIS)
- 1.3: Credit hours: 37

Identification of the proposed program changes:

The capstone course (currently UC 499, which is 1-hour) will be replaced with UC 495, a three-hour course. The total number of hours required for the area of specialty will be changed from 37 hours to 36 hours.

Additionally, the following Areas of Emphasis should be removed as options:

- Behavioral Sciences
- Social Sciences
- Arts & Humanities

A new Area of Emphasis, Social Justice & Equity Studies would be added.

3. Current

Proposed

<p>The Bachelor of Interdisciplinary Studies degree provides an alternative four-year program for non-traditional students who do not need or desire the academic specialization involved in traditional major or major/minor programs. This degree program allows considerable latitude and flexibility to satisfy individual interests and needs. In lieu of the major/minor required by traditional degree programs, the student must complete a broad area of emphasis (complementary courses from different academic disciplines) of at least 37 semester hours of course work approved by the interdisciplinary studies degree advisor.</p> <p>The broad areas of emphasis listed below are available for the interdisciplinary studies degree program:</p> <ul style="list-style-type: none">• Arts• Humanities	<p>The Bachelor of Interdisciplinary Studies degree provides an alternative four-year program for non-traditional students who do not need or desire the academic specialization involved in traditional major or major/minor programs. This degree program allows considerable latitude and flexibility to satisfy individual interests and needs. In lieu of the major/minor required by traditional degree programs, the student must complete a broad area of emphasis (complementary courses from different academic disciplines) of at least 36 semester hours of course work approved by the interdisciplinary studies degree advisor.</p> <p>The broad areas of emphasis listed below are available for the interdisciplinary studies degree program:</p> <ul style="list-style-type: none">• Arts• Humanities
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<ul style="list-style-type: none"> • Science • Business • Education • Technology • Health • Organization & Communication of Ideas • Social and Behavioral Science <p>Students also have the option of requesting a broad area of emphasis not listed above. The written request, based on specific individual objectives, must be made by the student and approved by the advisor and Dean of University College.</p> <p>Minimum Academic Requirements</p> <ul style="list-style-type: none"> • 128 college-level undergraduate semester hours • Grade point average of at least 2.0 (in all credits presented for graduation, in all credits completed at WKU and in the Area of Emphasis) • 44 semester hours of General Education courses • 37 hours in the Area of Emphasis • 42 semester hours of upper division credit including 12 hours in the Area of Emphasis • 25% of total degree program hours earned in residence, with at least 16 hours completed after the semester in which the student earned a cumulative total of at least 90 semester hours • No more than 24 semester hours in a single academic discipline, nor more than 24 semester hours from the School of Journalism & Broadcasting, no more than 30 semester hours in courses administered by the Gordon Ford College of Business, nor more than 12 upper-level semester hours from the Gordon Ford College of Business. • UC 499 is a required course 	<ul style="list-style-type: none"> • Science • Business • Education • Technology • Health • Organization & Communication of Ideas • Social and Behavioral Science • Social Justice & Equity Studies <p>Students also have the option of requesting a broad area of emphasis not listed above. The written request, based on specific individual objectives, must be made by the student and approved by the advisor and Dean of University College.</p> <p>Minimum Academic Requirements for the Bachelor of Interdisciplinary Studies</p> <ul style="list-style-type: none"> • Grade point average of at least 2.0 (in all credits presented for graduation, in all credits completed at WKU and in the Area of Emphasis) • 36 hours in the Area of Emphasis • 12 upper level hours in the Area of Emphasis • No more than 24 semester hours in a single academic discipline, nor more than 24 semester hours from the School of Journalism & Broadcasting, no more than 30 semester hours in courses administered by the Gordon Ford College of Business, no more than 12 upper-level semester hours from the Gordon Ford College of Business. (Talk with an advisor for exceptions.) • UC 495 (Interdisciplinary Studies Capstone) is a required course
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4. Rationale for the proposed program change:
Regarding the change in areas of emphasis: The first two are now subsumed under Social & Behavioral Sciences, and the third is now divided into two separate emphases. The reason is that students are not claiming these emphases; the last were in 2004. The Social Justice & Equity Studies Area of Concentration would allow students to examine topics related to social change, equality and discrimination, and ethics, with a breadth of approaches and perspectives not possible in a single discipline. None of the other emphases cross disciplinary lines in this way.

Regarding the change in the capstone: An assessment completed during the spring, 2008, indicated that the BIS's current one-hour capstone course, UC 499, Interdisciplinary Studies Capstone Experience, was in need of revision. Accordingly, a new course, UC 495, Interdisciplinary Studies Capstone, has been developed. The course will provide a more intensive, synthesizing interdisciplinary capstone experience than is possible with a one-hour, independent learning course. The proposed three-hour course (UC 495) will be accommodated within the 36-hour area of specialty required for the BIS degree, which is consistent with the current Option V for baccalaureate degree requirements.

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

6. Dates of prior committee approvals:

University College Curriculum Committee: March 16, 2009

Undergraduate Curriculum Committee: March 26, 2009

University Senate: _____

Attachment: Program Inventory Form

**University College
Honors College
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Clay Motley, Clay.motley@wku.edu, (270) 745-3171

- 1. Identification of proposed policy revision:**
The Honors College would like to decrease cumulative GPA requirement for graduation from a 3.4 to a 3.2.
- 2. Catalog statement of existing policy:**
Page 279: “Students who complete the honors curriculum and graduate with a minimum 3.4 grade point average are designated as graduates of the University Honors Program on their final transcripts.”
- 3. Catalog statement of proposed policy:**
“Students who complete the honors curriculum and graduate with a minimum 3.2 grade point average are designated as graduates of the University Honors College on their final transcripts.”
- 4. Rationale for proposed policy revision:**
Current honors college students must have a cumulative GPA of 3.4 to graduate from the WKU Honors College. However, these same students must have a cumulative GPA of 3.2 to be considered in “good standing” during their tenure in the WKU Honors College. The Honors Development Board (HDB), a group of faculty representing all of the colleges on the main campus, believes these two criteria are inconsistent. The HDB would like to decrease the cumulative GPA graduation requirement to a 3.2 so it is consistent with the cumulative GPA used to determine “good standing,” or satisfactory progress, in the Honors College.
- 5. Impact of proposed policy revision on existing academic or non-academic policies:**
The proposed change will affect current and future students enrolled in the Honors College and should have minimal affect on other academic or non-academic policies. If this proposed change is accepted and adopted, the Honors College will have consistency in using a cumulative GPA of 3.2 to determine satisfactory standing/progress in the Honors College and to determine graduation standards.
- 6. Proposed term for implementation:**
This change would be implemented in the fall semester of 2009. This revision will apply to those honors students who graduate in the fall semester of 2009 and after.
- 7. Dates of prior committee approvals:**

Honors College:	March 6, 2009
University College Curriculum Committee:	March 16, 2009
Undergraduate Curriculum Committee	March 26, 2009
University Senate	<hr/>

**College of Health and Human Services
Department of Physical Education and Recreation
Proposal to Create a New Course
(Action Item)**

Contact Person: Scott Arnett, scott.arnett@wku.edu, 745-6034

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EXS 313
- 1.2 Course title: Motor Learning and Control
- 1.3 Abbreviated course title: Motor Learning and Control
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Designed to help build a foundation of knowledge and practice in the theoretical and conceptual basis behind human acquisition and performance of motor skills. The goal of the course is to understand how the individual, motor skill, and environment work together when learning novel or improving previously learned motor skills.

2. Rationale:

- 2.1 Reason for developing the proposed course: As human movement forms the foundation of exercise science, it is important for students within this discipline to have an understanding of how humans learn and perform motor skills. For recent graduates working in fields like personal training and those in graduate programs (e.g., physical therapy), it is vital that they be able to apply this knowledge to clients and situations they will encounter. This application could range from understanding how to structure a learning environment when teaching group exercise to knowing what type of motor skill should be introduced next for the rehabilitating patient. In addition, this field of study provides the student with the knowledge needed to identify and correct errors encountered when learning and performing motor skills. Currently, exercise science majors are required to take a 2-hour Motor Development course, which predominantly focuses on how motor skill learning changes across the lifespan. Therefore, it is important for students within this field to have an in-depth course covering the theoretical and scientific basis behind how we are able to learn, execute, and adapt motor skills. Additionally, this course allows for the distinction between two of the majors housed in the Physical Education Department with a course offered strictly for Exercise Science majors (EXS 313 – 3hr credit) and the one offered strictly for PE teacher education majors (PE 313 – 2hr credit), with each course applying the material specific to its respective discipline.
- 2.6 Projected enrollment in the proposed course: It is anticipated that each section of the proposed course will be available to 25-30 students. Currently the course would be taught each Fall and Spring term, with the potential for another section

offered during the Summer semester to meet the demands of an increased number of students enrolling in Exercise Science (current enrollment is approximately 220).

- 2.7 Relationship of the proposed course to courses now offered by the department: Exercise Science majors were previously required to take Motor Development, which will be replaced by Motor Learning and Control.
- 2.8 Relationship of the proposed course to courses offered in other departments: None.
- 2.9 Relationship of the proposed course to courses offered in other institutions: Similar courses in motor learning and control specific to exercise science majors are taught by several of Western Kentucky University's benchmark institutions. The institution, course number, and course title are listed below.
 - California State University, Fresno: KINES 109: Motor Learning
 - Indiana State University: PE 366: Human Motor Learning
 - Missouri State University: PE 361: Motor Learning
 - Montclair State University: PEMJ 324: Basic Motor Learning

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Define and explain the essential terms and language used in motor learning and control.
 - Define and explain the fundamental theories in motor learning and control.
 - Understand the contribution of neural mechanisms in the control of motor skill acquisition.
 - Define and explain the stages of learning.
 - Discuss the role of cognition, attention, and memory in motor learning and control.
 - Discuss the roles of knowledge of results and transfer of learning in motor skill acquisition.
 - Discuss the foundations of practice techniques and organization.
 - Discuss how concepts and principles in motor learning and control can be applied to teaching, skill development, and performance.
- 3.2 Content outline:
 - Introductory terms and concepts
 - Components of Movement Preparation
 - Motor Control Theory
 - Neural Mechanisms
 - Stages of Learning
 - Pre-Instruction Considerations
 - Presentation of Skills
 - Designing Practice Content
 - Designing Practice Schedules
- 3.3 Student expectations and requirements: Daily and punctual attendance is expected, as well as active participation in the class. Additionally, students are expected to complete all assignments, quizzes, examinations, and other forms of assessment.

- 3.4 Tentative texts and course materials:
Schmidt, R.A. & Wrisberg, C.A. (2008). *Motor Learning and Performance*
(4th edition). Champaign, IL: Human Kinetics.

4. Resources:

- 4.1 Library resources: Adequate (pending)
4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Course will be taught by an exercise science faculty member
5.2 Special equipment needed: None
5.3 Expendable materials needed: None
5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

PE/Rec Department:	2/19/09
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Sonya House, sonya.house@wku.edu, 745-8767

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 324
- 1.2 Course title: Pathophysiology for Nursing
- 1.3 Abbreviated course title: Pathophysiology for Nursing
- 1.4 Credit hours: 3.0 credit hours
- 1.5 Type of course: L
- 1.6 Prerequisites: Admission to the Nursing Program
Corequisites: NURS 335, NURS 336, NURS 333, NURS 334, NURS 337
- 1.7 Course catalog listing: Explores the basic pathophysiology of selected disease processes that alter the health of individuals across the lifespan. Focuses on nursing assessment and identification of presenting signs and symptoms and manifestations of the selected disease processes.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 324 is being developed specifically for students enrolled in the prelicensure BSN program. Currently both prelicensure and post-RN students take NURS 300, but are enrolled in different sections. By creating NURS 324, this will decrease confusion for students enrolling in these courses, as well as allow content to be presented in a format to meet the specific needs of prelicensure students for entry-level nursing practice.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program.
- 2.3 Relationship of the proposed course to courses now offered by the department: NURS 300 Concepts of Disease Processes will continue to be offered for nursing students in the Post-RN program. NURS 324 will prepare prelicensure students for the graduate pathophysiology course offered in the department.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may teach pathophysiology; however, this course specifically provides pathophysiology content required for entry-level nursing practice
- 2.5 Relationship of the proposed course to courses offered in other institutions: Examples of other institutions that offer separate course numbers and titles for courses that are offered in prelicensure and post-RN programs are: Ohio State University: Prelicensure NUR 360: Introduction to Scientific Inquiry for Nursing Practice and Post RN: NUR 390: Introduction to Research for Evidence-Based Practice; University of North Carolina at Chapel Hill: Prelicensure NURS 366: Health Assessment and Post RN NURS 369: Physical Assessment; Old Dominion: Prelicensure NUR 480: Leadership, Management, and Professional Development

and Post RN NUR 490: Nursing Leadership.

3. Discussion of proposed course:

3.1 Course objectives:

At the end of this course, the student will be able to

- Describe the basic pathophysiology of selected disease processes that alter the health of individuals across the lifespan
- Identify the presenting signs and symptoms and manifestations of selected disease processes.
- Explain how the underlying pathophysiology of selected disease processes leads to the presenting signs and symptoms and manifestations.

3.2 Content outline:

- Cellular Biology: Genes and Genetics
- Hematologic System
- Digestive System
- Fluids and Electrolytes
- Acid Base Balance
- Cellular Proliferation: Cancer
- Mechanisms of Self Defense
- Renal and Urologic Systems
- Pulmonary System
- Cardiovascular and Lymphatic Systems
- Musculoskeletal System
- Integumentary System
- Neurological System
- Endocrine System
- Reproductive System

3.3 Student expectations and requirements: Weekly quizzes, examinations, and comprehensive final examination

3.4 Tentative texts and course materials:

Huether, S.E. & McCance, K.L. (2008). *Understanding pathophysiology* (4th ed.). St. Louis: Mosby.

4. Resources:

4.1 Library resources: Adequate. See attachment.

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

5. Budget implications:

Proposed method of staffing: The course will be taught by current budgeted faculty.

Special equipment needed: none

Expendable materials needed: none

Laboratory materials needed: no change from current requirements.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing

2/6/2009

CHHS Curriculum Committee

3/4/09

Undergraduate Curriculum Committee

March 26, 2009

University Senate

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: February 3, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Demara Goodrich, demara.goodrich@wku.edu, 5-6350

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 329
- 1.2 Course title: Concepts in Pharmacology I
- 1.3 Abbreviated course title: Concepts in Pharmacology I
- 1.4 Credit hours and contact hours: 2.0 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NURS 324, NURS 333, NURS 334, NURS 335, NURS 336, and NURS 337; or permission of instructor
Corequisites: NURS 338, NURS 341, NURS 342, NURS 343, NURS 344
- 1.7 Course catalog listing: Explores introductory principles of pharmacology, drug prototypes used to treat alterations in health for medical surgical and mental health patients, and the nurse's role in administering drugs to patients.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 315 (Concepts in Pharmacology) includes introductory and advanced concepts of pharmacology. These advanced concepts are being introduced before students have had the opportunity to administer medications in the clinical setting and before they have received didactic instruction pertaining to advanced nursing concepts. The proposed course will introduce pharmacology concepts that correlate to the students' current nursing knowledge. The proposed course will be the first in a two-course series and would allow the students to apply the pharmacology concepts they are currently learning in NURS 341, NURS 342, NURS 343, and NURS 344.
- 2.2 Projected enrollment in the proposed course: 40 students per semester, based on current admission to the nursing program.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course provides the pharmacologic concepts utilized in nursing practice. In the School of Nursing, there is also a Post-RN BSN program. In this program, NURS 315 will remain as one course to meet the needs of this student population.
- 2.4 Relationship of the proposed course to courses offered in other departments:
While other departments may offer pharmacology courses, they are specific to the major. The proposed course offers pharmacology concepts relevant to nursing practice.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Nursing programs in other institutions offer pharmacology as a two-course series. An example of a benchmark institution is University of Central Missouri: NUR 3210 Pharmacological Therapeutics and NUR 4512 Advanced Technical and

Pharmacological Nursing Applications.

3. Discussion of proposed course:

3.1 Course objectives: At the end of this course the student will be able to:

- Explore the historic development, terminology, and legal implications associated with pharmacology.
- Describe the pharmaceutical, pharmacokinetic, and pharmacodynamic phases of pharmacotherapeutics
- Explore cultural and psychosocial factors influencing drug therapy and drug use.
- Identify nursing implications for drug therapy for individuals with medical-surgical and mental health alterations.
- Explore the classification, mechanism of action, adverse effects, and interactions of specific drugs for individuals with medical-surgical and mental health alterations.
- Identify specific patient teaching needs associated with drug therapy for individuals with medical-surgical and mental health alterations.
- Relate selected research findings to drug therapy.

3.2 Content outline:

Basic Principles of Pharmacology

Basic Principles of Pharmacology for individuals with medical-surgical and mental health alterations.

- Peripheral Nervous System Drugs
- Central Nervous System Drugs
- Drugs that affect the Fluid and Electrolyte Balance
- Drugs that affect the Heart, Blood Vessels and Blood
- Drugs for Endocrine Disorders
- Anti-inflammatory, Anti-allergic and Immunologic Drugs
- Drugs for Bone and Joint Disorders
- Respiratory Tract Drugs
- Gastrointestinal Drugs
- Chemotherapy
- Alternative Therapy
- Mental Health
- Drug Calculations

3.3 Student expectations and requirements: Students will be graded on exams, papers, presentations and discussion board.

3.4 Tentative texts and course materials:

Lehne, R.A. (2007). *Pharmacology for nursing care* (6th ed.) St. Louis, MO: Saunders.

Lehne, R.A. (2007). *Study guide: Pharmacology for nursing care* (6th ed.) St. Louis, MO: Saunders.

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.

Deglin, J. H. & Vallerand, A. H. (2005). *Davis's drug guide for nurses* (9th ed.). Philadelphia: F. A. Davis Company.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: No additional faculty will be necessary.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Crista Briggs, crista.briggs@wku.edu, 5-8766

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 333
- 1.2 Course title: Fundamentals of Nursing
- 1.3 Abbreviated course title: Fundamentals of Nursing
- 1.4 Credit hours: 3.0 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: Admission to the Nursing Program
Corequisites: NURS 324, NURS 334, NURS 335, NURS 336, NURS 337
- 1.7 Course catalog listing: Explores fundamental concepts and principles that form the basis for professional nursing practice.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NURS 313 (Fundamentals of Professional Nursing). Separating the didactic and clinical components of NURS 313 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course provides a foundation to prepare students for the nursing care of clients.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments do not offer fundamentals of nursing course.
- 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 of a benchmark institution is Eastern Michigan University: NURS 250: The Art and Science of Nursing II and NURS 251: The Art and Science of Nursing II Laboratory.

3. Discussion of proposed course:

- 3.1 Course objectives: By the end of the course, the student will be able to:
 - Understand fundamental physical and psychosocial concepts that underlie care of clients from diverse cultures and across the lifespan.
 - Define and utilize selected nursing terminology.
 - Develop critical thinking skills necessary for clinical decision making.
 - Understand scientific basis and rationale for selected nursing skills.
- 3.2 Content outline:

- Caring in Nursing Practice
 - Hygiene
 - Infection Prevention and Control
 - Vital Signs
 - Non-Parenteral and Parenteral Medication Administration
 - Nasogastric Tubes
 - Nurse and Client Safety
 - Mobility and Immobility
 - Bowel and Urinary Elimination
 - Skin Integrity and Wound Care
 - Nursing Process and Care Planning
 - Oxygenation
 - The Experience of Loss, Death, and Grief
- 3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NURS 333. Grades will be determined by unit and comprehensive final exams. Students must also achieve a satisfactory clinical evaluation in NURS 334. If a student is unsuccessful in either NURS 333 or NURS 334, both courses must be successfully repeated before the student is allowed to progress in the program.
- 3.4 Tentative texts and course materials:
- Potter, P.A. & Perry, A.G. (2008). *Fundamentals of Nursing* (7th ed.). St. Louis: Elsevier Mosby.
- Gulanick, M. & Myers, J. (2007). *Nursing Care Plans* (6th ed.). St. Louis: Mosby.

4. Resources:

- 4.1 Library resources: Adequate. See attachment.
- 4.2 Computer resources: Adequate. Students may gain computer access through computer labs on campus.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by current budgeted 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 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	26 March 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Crista Briggs, crista.briggs@wku.edu, 5-8766

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 334
- 1.2 Course title: Clinical: Fundamentals of Nursing
- 1.3 Abbreviated course title: Clinical: Fundamentals Nursing
- 1.4 Credit hours: 2.0 credit hours
- 1.5 Type of course: Clinical
- 1.6 Prerequisite: Admission to the Nursing Program
Corequisites: NURS 324, NURS 333, NURS 335, NURS 336, NURS 337
- 1.7 Course catalog listing: Application of fundamental concepts and principles, performance of psychomotor skills and techniques that form the basis for professional nursing practice. Students are responsible for arranging own transportation to assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The proposed course is the clinical component for the current NURS 313 (Fundamentals of Professional Nursing). Separating the didactic and clinical components of NURS 313 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program.
- 2.3 Relationship of the proposed course to courses now offered by the department: The course provides foundational laboratory and clinical experience for students providing nursing care to clients.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may address clinical issues related to health; however, this course provides foundational clinical experience specific to nursing.
- 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 of a benchmark institution is Eastern Michigan University: NURS 250: The Art and Science of Nursing II and NURS 251: The Art and Science of Nursing II Laboratory.

3. Discussion of proposed course:

- 3.1 Course objectives: By the end of the course, the student will be able to:
 - Demonstrate competence in the performance and documentation of selected psychomotor skills in the laboratory and clinical setting.

- Develop a plan of care based on the nursing process for adult clients experiencing acute and/or chronic alterations in health.
- Utilize effective communication skills to collaborate with clients, families, professionals, and assistive personnel in the care of adult clients experiencing acute and chronic alterations in health.
- Demonstrate safe administration of medications using accurate drug calculation and conversion methods.
- Evaluate client's response to nursing care based on written goal/expected outcomes.
- Practice responsible, safe, and ethical nursing care that promotes the health of adult clients in both laboratory and clinical settings.
- Apply critical thinking skills in clinical decision making.

3.2 Content outline:

- Implementation of Hygiene Measures
- Utilization of Infection Prevention and Control Procedures
- Measurement of Vital Signs
- Administration of Non-Parenteral and Parenteral Medications
- Insertion & Maintenance of Nasogastric Tubes
- Assisting Clients with Bowel and Urinary Elimination
- Assessment of Skin Integrity and Performance of Wound Care
- Promotion of Nurse and Client Safety
- Implementation of the Nursing Process
- Writing Care Plans and Documenting Interventions

3.3 Student expectations and requirements:

NURS 334 is a pass/fail course. Students must achieve a satisfactory clinical evaluation to pass NURS 334. Satisfactory performance is based on faculty evaluation in the laboratory and clinical settings. If a student is unsuccessful in either NURS 333 or NURS 334, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Potter, P.A. & Perry, A.G. (2008). *Fundamentals of Nursing* (7th ed.). St. Louis: Elsevier Mosby.

Mulholland, Joyce. (2007). *The Nurse, The Math, The Meds*. St. Louis: Mosby.

Deglin, J. H. & Vallerand, A. H. (2009). *Davis's Drug Guide For Nurses* (11th ed.). Philadelphia: F. A. Davis.

Gulanick, M. & Myers, J. (2007). *Nursing Care Plans* (6th ed.). St. Louis: Mosby.

4. Resources:

- 4.1 Library resources: Adequate. See attachment.
- 4.2 Computer resources: Students may gain computer access through computer labs on campus.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by current budgeted faculty.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none

5.4 Laboratory materials needed: No additional materials from current requirements.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Sonya House, sonya.house@wku.edu, 5-8767

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 335
- 1.2 Course title: Health Assessment
- 1.3 Abbreviated course title: Health Assessment
- 1.4 Credit hours: 3.0 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: Admission to the Nursing Program
Corequisites: NURS 324, NURS 333, NURS 334, NURS 336, NURS 337
- 1.7 Course catalog listing: Development of physical assessment skills to determine health status of clients across the life span.

2. Rationale:

- 2.1 Reason for developing the proposed course:
The proposed course is the didactic component for the current NURS 309 (Health Assessment Across the Lifespan). Separating the didactic and clinical components of NURS 309 more accurately reflects student course load and faculty teaching load. The didactic component for the proposed course has been increased from two to three hours related to the complexity of health assessment.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course contains didactic content to prepare nursing students to conduct health assessments on clients. In the School of Nursing, there is also a Post-RN BSN program. In this program, NURS 309 will remain one course to meet the needs of this student population.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other courses on campus may discuss health assessment; however, this course focuses on the health assessment done by the nurse to care for clients, identify changes in client status and determine the effectiveness of nursing interventions.
- 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 of a benchmark institution is Middle Tennessee State University: NURS 3030: Health Assessment (3 credit hours) and NURS 3040 Health Assessment Laboratory (1 credit hour).

3. Discussion of proposed course:

- 3.1 Course objectives:

- Apply knowledge of behavioral, biological, physical, social sciences, and the liberal arts to provide a holistic approach to health assessment of clients across the lifespan.
- Distinguish normal variations and common abnormalities of health assessment findings of clients across the lifespan.
- Analyze data to identify potential health risks of clients across the lifespan.

3.2 Content outline:

- Critical Thinking
- Developmental Tasks
- Cultural Competence
- Assessment Techniques and Equipment
- General Survey, Measurement and Vital Signs
- Interview
- Health History
- Mental Status
- Domestic Violence Assessment
- Pain Assessment
- Nutritional Assessment
- Skin, Hair, and Nails
- Head, Face, and Neck
- Eyes and Ears
- Nose, Mouth, and Throat
- Thorax and Lungs
- Heart and Neck Vessels
- Peripheral Vascular System
- Lymphatic System
- Abdomen
- Musculoskeletal
- Neurologic
- Reassessment of the Hospitalized Patient
- Breast and Lymphatics
- Female Genitourinary System
- Male Genitourinary System
- Anus, Rectum, and Prostate

3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NURS 335. Student grades are determined by examinations, a final comprehensive examination, and weekly quizzes. Students must also complete NURS 336 successfully in order to progress in the program. If a student is unsuccessful in either NURS 335 or NURS 336, both courses must be repeated successfully before a student will be allowed to progress in the program.

3.4 Tentative texts and course materials:

Jarvis, C. (2008). *Physical examination and health assessment* (5th ed.). St. Louis: Saunders.

4. Resources:

4.1 Library Resources: Adequate. See attachment.

4.2 Computer resources: Students may gain 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 by current budgeted 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 2009

7. Dates of prior committee approvals:

School of Nursing 2/6/2009

CHHS Undergraduate Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

Proposal date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Sonya House, sonya.house@wku.edu, 5-8767

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 336
- 1.2 Course title: Health Assessment Lab
- 1.3 Abbreviated course title: Health Assessment Lab
- 1.4 Credit hours: 1.0 credit hour
- 1.5 Type of course: Lab
- 1.6 Corequisites: NURS 324, NURS 333, NURS 334, NURS 335, NURS 337
Prerequisite: Admission to Nursing Program
- 1.7 Course catalog listing: Application of assessment concepts, principles, psychomotor skills, and techniques that form the basis for professional nursing assessment.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the clinical lab component for the current NURS 309 (Health Assessment Across the Lifespan). Separating the didactic and clinical components of NURS 309 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course provides laboratory experience for nursing students as they learn to perform health assessments. In the School of Nursing, there is also a Post-RN BSN program. In this program, NURS 309 will remain one course to meet the needs of this student population.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may teach aspects of health assessment; however, this course specifically provides laboratory experience for nursing students as they learn to perform health assessments of clients.
- 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 of a benchmark institution is Middle Tennessee State University: NURS 3030: Health Assessment (3 credit hours) and NURS 3040 Health Assessment Laboratory (1 credit hour).

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Apply knowledge of behavioral, biological, physical, social sciences, and the liberal arts to provide a holistic approach to health assessment of

clients across the lifespan.

- Use beginning assessment techniques to obtain nursing assessment data for clients across the lifespan.
- Record collected assessment data following a structured format, using medical terminology.
- Distinguish normal variations and common abnormalities of health assessment findings of clients across the lifespan.
- Analyze data to identify potential health risks of clients across the lifespan.
- Perform a health history and physical assessment.

3.2 Content outline:

- Assessment Techniques and Equipment
- General Survey, Measurement, Vital Signs
- Interview
- Health History
- Documentation
- Nutritional Assessment
- Skin, Hair, and Nails
- Head and Neck
- Eyes
- Ears
- Nose, Mouth, and Throat
- Thorax and Lungs
- Heart and Neck Vessels
- Peripheral Vascular System
- Lymphatic System
- Abdomen
- Musculoskeletal
- Neurologic

3.3 Student expectations and requirements: NURS 336 is a pass/fail course.

Students must successfully perform a complete health assessment to pass NURS 336. Students must also complete NURS 335 successfully in order to progress in the program. If a student is unsuccessful in either NURS 335 or NURS 336, both courses must be repeated successfully before a student will be allowed to progress in the program.

3.4 Tentative texts and course materials:

Jarvis, C. (2008). *Physical examination and health assessment* (5th ed.). St. Louis: Saunders.

4. Resources:

4.1 Library resources: Adequate. See attachment.

4.2 Computer resources: Students may gain 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 by current budgeted faculty.

- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: no change from current requirements.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u> _____
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: February 10, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Mary Kovar, mary.kovar@wku.edu, 5-8768

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 337
- 1.2 Course title: Health Promotion
- 1.3 Abbreviated course title: Health Promotion
- 1.4 Credit hours: 3 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: Admission to the Nursing Program or permission of instructor
Corequisites: NURS 324, NURS 333, NURS 334, NURS 335, NURS 336
- 1.7 Course catalog listing: Explores professional nursing interventions and standards to promote the health of individuals, families, and groups from diverse cultures across the lifespan. Includes discussion of health policies at the local, regional, and national levels.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NURS 325 (Health Promotion Across the Lifespan). The credit hours for the didactic component are decreased from 4 credit hours to 3 credit hours. Review of the course content indicated that topics not directly relevant to health promotion could be removed without impacting course objectives. Student comments and faculty review of the clinical component revealed significant overlap with NURS 426, Public Health Nursing Clinical. Therefore, elimination of this clinical component could save credit hours without reducing program effectiveness.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course provides fundamental information for nursing students on the assessment of risk factors and implementation of interventions for prevention of acute and chronic health alterations, and evaluation of health promotion activities.
- 2.4 Relationship of the proposed course to courses offered in other departments: While other departments offer courses related to health promotion, the proposed course provides information specific to the history, philosophy, and roles of professional nursing in health promotion.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Other nursing programs across the country have courses in health promotion. However, the majority of nursing programs have included health promotion concepts in their public health nursing or community nursing courses.

3. Discussion of proposed course:

3.1 Course objectives: At the end of this course, the student will be able to

- Apply knowledge from other disciplines for culturally congruent health promotion for individuals, families, and groups across the lifespan.
- Utilize the nursing process to identify priority health risks in individuals, families and groups.
- Understand and utilize national health objectives in identifying and prioritizing health risks in individuals, families and groups.
- Develop a teaching-learning plan that addresses the identified priority health needs of individuals, families, and groups.
- Identify nursing research findings to support health promotion interventions.
- Identify critical screening findings that require referral to the healthcare team.
- Adhere to the nursing code of ethics and standards of professional nursing practice.
- Function as an accountable member of the nursing profession.

3.2 Content outline:

- Objectives for health promotion and prevention
- Gordon's Functional Health Patterns
- National health promotion programs
- Health policy and the healthcare system
- Therapeutic relationship
- Communication
- Documentation
- Ethical issues in health promotion
- Health promotion for the individual, family, and community
- Health screening
- Health education
- Holistic health strategies
- Immunizations
- Application of health promotion across the lifespan
- Scope and standards of practice in health promotion

3.3 Student expectations and requirements: Students must achieve a 77% average to pass NURS 337. Grades will be determined by exams, presentation on local health promotion programs, health promotion assessment paper, and a national health objectives presentation.

3.4 Tentative texts and course materials:

Edelman, C.L. & Mandle, C.L. (2006). *Health promotion across the lifespan* (6th ed.). St. Louis: Mosby.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: The course will be taught by current budgeted faculty.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: No additional resources are required.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing 2/6/2009

CHHS Undergraduate Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Dawn Garrett, dawn.garrett@wku.edu, 745-3800

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 338
- 1.2 Course title: Transcultural Nursing: Concepts and Application
- 1.3 Abbreviated course title: Transcultural Nursing
- 1.4 Credit hours: 2 credit hours
- 1.5 Type of course: L
- 1.6 Prerequisites: NURS 324, NURS 333, NURS 334, NURS 335, NURS 336, and NURS 337; or permission of instructor
Corequisites: NURS 329, NURS 341, NURS 342, NURS 343, NURS 344
- 1.7 Course catalog listing: Explores the meaning of health and illness for diverse populations. Identifies barriers and facilitators to access and utilization of healthcare. Focuses on the provision of culturally-sensitive nursing care to diverse populations across the lifespan.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 338 is being developed specifically for students enrolled in the prelicensure BSN program. Currently, both prelicensure and post-RN students take NURS 321 (Transcultural Nursing), but are enrolled in different sections. By creating NURS 338, this will decrease confusion for students enrolling in these courses, as well as allow content to be presented in a format to meet the specific needs of prelicensure students for entry-level nursing practice.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program.
- 2.3 Relationship of the proposed course to courses now offered by the department:
NURS 321 Transcultural Nursing will continue to be offered for nursing students in the Post-RN program.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may teach topics and issues related to diverse populations; however, this course specifically provides transcultural content required for entry-level nursing practice.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Examples of other institutions that offer separate course numbers and titles for courses that are offered in prelicensure and post-RN programs are: Ohio State University: Prelicensure NUR 360: Introduction to Scientific Inquiry for Nursing Practice and Post RN: NUR 390: Introduction to Research for Evidence-Based

Practice; University of North Carolina at Chapel Hill: Prelicensure NURS 366: Health Assessment and Post RN NURS 369: Physical Assessment; Old Dominion: Prelicensure NUR 480: Leadership, Management, and Professional Development and Post RN NUR 490: Nursing Leadership.

3. Discussion of proposed course:

3.1 Course objectives: At the end of this course, the student will be able to

- Explore the meaning of health and illness as perceived by self and others in the context of culture for clients across the lifespan.
- Examine factors that influence perception of health and illness in context of culture by clients across the lifespan.
- Investigate barriers and facilitators to the provision of culturally-sensitive nursing care and healthcare in America to diverse clients across the lifespan.
- Describe effective nursing interventions for the provision of culturally-sensitive healthcare to clients across the lifespan.

3.2 Content outline:

- Foundations of transcultural nursing care
- Cultural competence
- Cultural influences on healthcare practices
- Childbearing and transcultural nursing care
- Transcultural nursing care of children
- Transcultural nursing and mental health
- Transcultural nursing care of adults and older adults
- Transcultural aspects of pain
- Religion, culture and nursing
- Cultural diversity in the workplace
- Culture, family, and community
- Perspectives on international nursing

3.3 Student expectations and requirements:

Cultural literature analysis, cultural self- assessment, quizzes, reflective journaling, group projects and presentations

3.4 Tentative texts and course materials:

Andrews, M. & Boyle, J. (2003). *Transcultural concepts in nursing practice* (5th ed.). Philadelphia: Lippincott.

Purnell, L. & Paulanka, (2005). *Guide to culturally competent health care*. Philadelphia: Davis.

4. Resources:

4.1 Library resources: Adequate. See attachment.

4.2 Computer resources: Students may gain 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 by current budgeted faculty.

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: no change from current requirements.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing 2/6/2009, 3/11/2009

CHHS Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Liz Sturgeon, liz.sturgeon@wku.edu , 5-2392

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 341
- 1.2 Course title: Medical Surgical Nursing I
- 1.3 Abbreviated course title: Medical Surgical Nursing I
- 1.4 Credit hours: 3.0 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NURS 324, NURS 333, NURS334, NURS 335, NURS 336, and NURS 337; or permission of instructor
Co-requisites: NURS 338, NURS 329, NURS 342, NURS 343, NURS 344
- 1.7 Course catalog listing: Explores basic medical surgical nursing concepts to provide holistic care to diverse individuals and families experiencing alterations in health.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NURS 328 (Medical Surgical Nursing I: Health Alterations Across the Lifespan). Separating the didactic and clinical components of NURS 328 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course includes didactic content to prepare students for the medical surgical care of clients experiencing alterations in health. This is the first course in a three-course medical-surgical nursing sequence.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments do not offer a course that focuses on the medical-surgical nursing care of clients experiencing an alteration in health.
- 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. Examples of benchmark institutions include Middle Tennessee State University: NURS 3530: Caring for Adult Clients I and NURS 3540: Caring for Adult Clients I Clinical; and East Michigan University: NURS 330: Adult Health Nursing I and NURS 331: Adult Health Nursing I Lab.

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of the course, the student will be able to:
 - Integrate knowledge from other disciplines as it relates to the medical-surgical nursing care of clients.

- Utilize the nursing process to identify medical-surgical nursing problems.
- Prioritize medical-surgical nursing interventions.
- Identify critical medical-surgical assessment findings that require communication to the healthcare team.
- Identify the teaching-learning needs of individuals, families, and groups with selected medical-surgical alterations in health.
- Identify nursing research findings to support medical-surgical nursing interventions.
- Adhere to the nursing code of ethics and standards of professional nursing practice.
- Function as an accountable member of the nursing profession.

3.2 Content outline:

Nursing Process

Nursing care of the client with the following alterations:

- Acute/chronic pain
- Surgery
- Neurological disorders
- Fluid, electrolyte, and acid base disorders
- Cardiac and peripheral vascular disorders
- Eye and ear disorders
- Musculoskeletal disorders
- Infection or at risk for infection
- Integumentary disorders
- Cancer
- Nutritional disorders
- Upper gastrointestinal disorders
- Respiratory disorders
- Urinary tract disorders

3.3 Student expectations and requirements: Students must achieve a 77% average to pass NURS 341. Grades will be determined by unit and comprehensive midterm and final exams. Students must also achieve a satisfactory clinical evaluation in NURS 342. If a student is unsuccessful in either NURS 341 or NURS 342, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Deglin, J. H. & Vallerand, A. H. (2005). *Davis's drug guide for nurses* (9th ed.). Philadelphia: F. A. Davis.

Gulanick, M., Myers, J.L., Klopp, A., Gradishar, D., Gulanek, S., & Puzas, M.K. (2003). *Nursing care plans: Nursing diagnosis and intervention* (5th ed.). St. Louis: Mosby.

Lemone, P., & Burke, K. (2004). *Medical surgical nursing: Critical thinking in client care* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Malarkey, L.M. & McMorrow, M.E. (2005). *Nursing guide to laboratory and diagnostic tests*. St. Louis: Elsevier.

Preusser, B.A. (2005). *Critical thinking in medical-surgical settings: A case study approach* (3rd ed.). St. Louis: Elsevier.

4. Resources:

4.1 Library resources: Adequate.

4.2 Computer resources: Students may gain 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 by current budgeted faculty.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: No additional resources are required.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Liz Sturgeon, liz.sturgeon@wku.edu , 5-2392

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 342
- 1.2 Course title: Clinical: Medical Surgical Nursing I
- 1.3 Abbreviated course title: Clinical: Med-Surg I
- 1.4 Credit hours: 3.0 credit hours
- 1.5 Type of course: Clinical
- 1.6 Prerequisites: NURS 324, NURS 333, NURS334, NURS 335, NURS 336, and NURS 337; or permission of instructor
Co-requisites: NURS 338, NURS 329, NURS 341, NURS 343, NURS344,
- 1.7 Course catalog listing: Application of basic medical surgical nursing concepts to provide holistic care to diverse individuals and families experiencing alterations in health. Students are responsible for arranging own transportation to assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the clinical component for the current NURS 328 (Medical Surgical Nursing I: Health Alterations Across the Lifespan). Separating the didactic and clinical components of NURS 328 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course provides clinical experience for students providing medical surgical nursing care to clients experiencing alterations in health. This is the first clinical course in a three-course medical-surgical sequence.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments do not offer a course that provides clinical experience for students as they provide nursing care to selected medical-surgical clients.
- 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. Examples of benchmark institutions include Middle Tennessee State University: NURS 3530: Caring for the Adult Client I and NURS 3540: Caring for the Adult Client Clinical: and East Michigan University: NURS 330: Adult Health Nursing I and NURS 331: Adult Health Nursing Lab.

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of the course, the student will be able to:

- Integrate knowledge from other disciplines when providing medical surgical nursing care to clients experiencing alterations in health.
- Apply the nursing process to medical surgical nursing care of clients experiencing alterations in health.
- Demonstrate critical thinking skills for decision making in medical surgical nursing practice.
- Use effective communication skills with medical surgical clients experiencing alterations in health, their families, and the health care team.
- Demonstrate leadership skills in designing/managing care for medical surgical clients experiencing alterations in health.
- Demonstrate the role of teacher with medical surgical clients experiencing alterations in health.
- Apply research finding to support nursing interventions for medical surgical clients experiencing alterations in health.
- Adhere to the nursing code of ethics and standards of professional nursing practice when providing care to medical surgical clients experiencing alterations in health.
- Function as an accountable member of the nursing profession.

3.2 Content outline:

Nursing Process

Nursing care of the client with the following alterations:

- Acute/chronic pain
- Surgery
- Neurological disorders
- Fluid, electrolyte, and acid base disorders
- Cardiac and peripheral vascular disorders
- Eye and ear disorders
- Musculoskeletal disorders
- Infection or at risk for infection
- Integumentary disorders
- Cancer
- Nutritional disorders
- Upper gastrointestinal disorders
- Respiratory disorders
- Urinary tract disorders

3.3 Student expectations and requirements: NURS 342 is a pass/fail

course. Students must achieve a satisfactory clinical evaluation to pass NURS 342. Satisfactory performance is based on faculty evaluation of appropriate care for assigned clients as well as weekly nursing care plans, therapeutic communication with clients, ethical decision-making, and safe performance of psychomotor skills, portfolio case study and participation in pre- and post-clinical conferences. If a student is unsuccessful in either NURS 341 or NURS 342, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Deglin, J. H. & Vallerand, A. H. (2005). *Davis's drug guide for nurses*

(9th ed.). Philadelphia: F. A. Davis.
 Gulanick, M., Myers, J.L., Klopp, A., Gradishar, D., Gulanes, S., & Puzas, M.K. (2003). *Nursing care plans: Nursing diagnosis and intervention* (5th ed.). St. Louis: Mosby.
 Lemone, P., & Burke, K. (2004). *Medical surgical nursing: Critical thinking in client care* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
 Malarkey, L.M. & McMorrow, M.E. (2005). *Nursing guide to laboratory and diagnostic tests*. St. Louis: Elsevier.
 Preusser, B.A. (2005). *Critical thinking in medical-surgical settings: A case study approach* (3rd ed.). St. Louis: Elsevier.

4. Resources:

- 4.1 Library resources: Adequate. See attachment.
- 4.2 Computer resources: Students may gain 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 by current budgeted faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: No additional resources are required.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing 2/6/2009

CHHS Undergraduate Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Deborah Williams, Deborah.williams@wku.edu , 5-3133

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 343
- 1.2 Course title: Mental Health Nursing
- 1.3 Abbreviated course title: Mental Health Nursing
- 1.4 Credit hours: 2.0 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NURS324, NURS 333, NURS 334, NURS 335, NURS 336, and NURS 337; or permission of instructor
Corequisites: NURS 338, NURS 329, NURS 341, NURS 342, NURS 344
- 1.7 Course catalog listing: Integration of mental health concepts to provide care to clients experiencing alterations in mental health.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NURS 316 (Mental Health Nursing: Health Alterations Across the Lifespan). Separating the didactic and clinical components of NURS 316 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course prepares students for the nursing care of clients experiencing alterations in mental health.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments have courses that discuss mental health concepts; however, the proposed course focuses on nursing care of clients experiencing an alteration in mental health.
- 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. Examples of benchmark institutions include Middle Tennessee State University: NURS 3250: Mental Health Requisite Care and NURS 3260: Mental Health Clinical; and East Michigan University: NURS 350: Psychiatric/Mental Health Nursing and NURS 351: Psychiatric/Mental Health Nursing Lab.

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of the course, the student will be able to:
 - Integrate knowledge from other disciplines as it relates to the mental health nursing care of clients.

- Utilize the nursing process to identify mental health nursing problems.
- Prioritize mental health nursing interventions.
- Identify critical mental health assessment findings that require communication to the healthcare team.
- Identify the teaching-learning needs of individuals, families, and groups with selected mental health alterations.
- Identify nursing research findings to support mental health nursing interventions.
- Adhere to the nursing code of ethics and standards of professional nursing practice.
- Function as an accountable member of the nursing profession.

3.2 Content outline:

- Introduction to mental health nursing
- Therapeutic communication and relationships
- Conceptual frameworks and theories
- Working with families of clients with psychiatric illnesses
- Collaborative care of individuals and groups
- Mood disorders
- Anxiety disorders
- Thought disorders
- Eating disorders
- Personality disorders
- Drug or alcohol abuse
- Somatoform or dissociative disorders
- Angry, aggressive, or violent behavior
- Cognitive disorders
- The older client with a mental health issue
- The pediatric client
- Crisis intervention
- Domestic violence

3.3 Student expectations and requirements:

Students must achieve a 77% average to successfully pass NURS 343. Grades will be determined by unit and comprehensive final exams. Students must also achieve a satisfactory clinical evaluation in NURS 344. If a student is unsuccessful in either NURS 343 or NURS 344, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Mohr, W.K. (2006). *Psychiatric mental health nursing (6th ed.)*. Philadelphia: Lippincott, Williams, Wilkins.

4. Resources:

4.1 Library resources: Adequate. See attachment.

4.2 Computer resources: Students may gain 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 by current budgeted 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 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Deborah Williams, Deborah.williams@wku.edu , 5-3133

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 344
- 1.2 Course title: Clinical: Mental Health Nursing
- 1.3 Abbreviated course title: Clinical: Mental Health Nursing
- 1.4 Credit hours: 1.0 credit hour
- 1.5 Type of course: Clinical
- 1.6 Prerequisites: NURS 324, NURS 333, NURS 334, NURS 335, NURS 336, and NURS 337; or permission of instructor
Co-requisites: NURS 338, NURS 329, NURS 341, NURS 342, NURS 343
- 1.7 Course catalog listing: Application of mental health concepts to provide nursing care to clients experiencing alterations in mental health. Students are responsible for arranging own transportation to assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the clinical component for the current NURS 316 (Mental Health Nursing: Health Alterations Across the Lifespan). Separating the didactic and clinical components of NURS 316 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course provides clinical experience for students providing nursing care to clients experiencing alterations in mental health.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may address clinical issues related to mental health; however, the proposed course provides clinical experience for students as they provide nursing care to clients experiencing alterations in mental health.
- 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. Examples of benchmark institutions include Middle Tennessee State University: NURS 3250: Mental Health Requisite Care and NURS 3260: Mental Health Clinical; and East Michigan University: NURS 350: Psychiatric/Mental Health Nursing and NURS 351: Psychiatric/Mental Health Nursing Lab.

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of the course, the student will be able to:
 - Integrate knowledge from other disciplines when providing care to clients

experiencing alterations in mental health care.

- Apply the nursing process to care of client experiencing alterations in mental health.
- Demonstrate critical thinking skills for decision making in mental health nursing practice.
- Use effective communication skills with clients experiencing alterations in mental health, their families, and the health care team.
- Demonstrate leadership skills in designing/managing care for clients experiencing alterations in mental health.
- Demonstrate the role of teacher with clients experiencing alterations in mental health.
- Apply research finding to care of clients experiencing alterations in mental health.
- Adhere to the nursing code of ethics and standards of professional nursing practice when providing care to clients experiencing alterations in mental health.
- Function as an accountable member of the nursing profession.

3.2 Content outline:

- Therapeutic communication and relationships
- Conceptual frameworks and theories
- Collaborative care of individuals and groups
- Working with families of clients with a mental illness
- Nursing care of the client with a/an
 - Mood disorder
 - Anxiety disorder
 - Thought disorder
 - Eating disorder
 - Somatoform or dissociative disorder
 - Personality disorder
 - Drug or alcohol addiction
 - Angry, aggressive, or violent behavior
 - Cognitive disorder
 - Domestic violence issue

3.3 Student expectations and requirements: NURS 344 is a pass/fail course. Students must achieve a satisfactory clinical evaluation to pass NURS 344. Satisfactory performance is based on faculty evaluation of appropriate care for assigned clients as well as weekly nursing care plans, analysis of group process, therapeutic communication, ethical decision-making, safe performance of psychomotor skills, and participation in pre- and post-clinical conferences. If a student is unsuccessful in either NURS 343 or NURS 344, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Mohr, W.K. (2006). *Psychiatric mental health nursing (6th ed.)*. Philadelphia: Lippincott, Williams, Wilkins.

4. Resources:

4.1 Library resources: Adequate. See attachment.

4.2 Computer resources: Students may gain 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 by current budgeted 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 2009

7. Dates of prior committee approvals:

School of Nursing

2/6/2009

CHHS Undergraduate Curriculum Committee

3/4/09

Undergraduate Curriculum Committee

March 26, 2009

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: February 12, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 5-3499

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 403
- 1.2 Course title: Nursing Leadership, Management, and Professional Issues
- 1.3 Abbreviated course title: Leadership, Mgmt, Prof Issues
- 1.4 Credit hours: 4 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NURS 413, NURS 429, NURS 432, NURS433, NURS 444, and NURS 445; or permission of instructor
Corequisites: NURS 421, NURS 422, NURS 448, NURS 449, Nursing elective
- 1.7 Course catalog listing: Examines issues and trends in professional nursing practice, and theoretical foundations of nursing management and leadership.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 400 (Nursing Leadership and Management) and NURS 408 (Professional Issues) course contents were combined into one course, NURS 403, and the credit hours were decreased from 6 credit hours to 4 credit hours. Based on feedback from students and input from the course faculty, it was determined that the course contents could be addressed more effectively if combined into one course. In addition, because similar topics had been addressed in each course, such as ethics and healthcare, use of resources, and nursing/management theories, combining the courses will also allow the nursing curriculum to reduce the combined class by 2 credit hours. NURS 403 will be taught in the last semester of the nursing program. As students prepare for professional practice in their last semester, they are more able to see the applicability and relevance of the course content.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: NURS 403 provides information regarding the leadership and management role in various nursing practice settings. In semesters one through three of the nursing curriculum, students are exposed to the practice component of nursing. In NURS 403, students are exposed to information regarding the professional role of nurses as leaders and managers, and the influence of social, legal, economic, historical, political and ethical forces on professional nursing practice. In the School of Nursing, there is also a Post-RN BSN program. In this program, NURS 400 and NURS 408 will remain as separate courses to meet the needs of this student

- population.
- 2.4 Relationship of the proposed course to courses offered in other departments: While other departments may offer leadership and management courses, they are general leadership and management courses or ones that are specific to other majors. The proposed course offers leadership and management concepts, as well as professional nursing issues, relevant to nursing practice.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Examples of similar course in benchmark institutions include: MTSU: NURS 4570 Professional Practice and Leadership; Eastern Michigan University: NURS 376: Essentials of Professional Nursing Practice II; and California State University Fresno: NURS 150 Leadership and Health Care Economics

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of this course, the student will
- Use knowledge from the behavioral, physical, and social sciences and liberal arts to provide a holistic approach to leadership and management and current professional practice issues.
 - Describe theories and models that can assist nurses in management positions.
 - Discuss selected nursing theories and the impact on professional nursing practice.
 - Analyze issues and trends that may impact professional nursing practice.
 - Explore the influence of social and historical forces on professional nursing practice.
 - Use research findings in the application of nursing leadership and management skills.
 - Analyze research findings as they relate to professional nursing issues.
 - Explain the functions of nurse management: planning, organizing, staffing, controlling, and directing.
 - Explore communication, motivation, decision-making, group dynamic and leadership skills necessary for effective leadership and management.
- 3.2 Content outline: The following topics are presented as they relate to professional nursing practice in various healthcare settings:
- Leadership and management theories
 - Organizational designs
 - Models of nursing care delivery
 - Motivation and development of staff
 - Intergenerational workforce
 - Communication
 - Delegation
 - Management of teams
 - Time management
 - Change
 - Quality improvement
 - Management of financial resources
 - Recruitment, retention and evaluation of staff
 - Staffing and scheduling

- Problem solving
 - Management of conflict
 - Nursing history
 - Nursing theorists
 - Professional organizations
 - Ethical practice
 - Legal concepts in nursing practice
 - Policy, politics, and healthcare delivery
 - Professional issues
- 3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NURS 403. Grades will be determined by quizzes, and other assignments such as discussion board, a poster presentation, philosophy statement, and other submitted paper assignments
- 3.4 Tentative texts and course materials:
- Sullivan, E.J. (2009). *Effective leadership and management in nursing* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Nightingale, F. (1992). *Notes on nursing: What it is and what it is not*. Philadelphia: Lippincott.
- Haynes, L., Boese, T., & Butcher, H. (2004). *Nursing in contemporary society: Issues, trends, and transition to practice*. Upper Saddle River, NJ: Pearson.

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Students may gain 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 by current budgeted faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: No additional resources.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Cathy Abell, cathy.abell@wku.edu, 745-3499

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: NURS 413
- 1.2 Course title: Nursing Research and Evidence-Based Practice
- 1.3 Abbreviated course title: Nursing Research and EBP
- 1.4 Credit hours: 3.0 credit hours
- 1.5 Type of course: L
- 1.6 Prerequisites: NURS 329, NURS 338, NURS 341, NURS 342, NURS 343, and NURS 344; or permission of instructor
Corequisites: NURS 429, NURS 432, NURS 433, NURS 444, NURS 445
- 1.7 Course catalog listing: Exploration of the research process. Emphasizes critical analysis of selected research in nursing, evaluation of research findings, and application to evidence-based nursing practice.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course reflects the current emphasis on evidence-based practice in nursing. NURS 413 is being developed specifically for students enrolled in the prelicensure BSN program. Currently, both prelicensure and post-RN students take NURS 412, but are enrolled in different sections. By creating NURS 413, this will decrease confusion for students enrolling in these courses, as well as allow content to be presented in a format to meet the specific needs of prelicensure students for entry-level nursing practice.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program.
- 2.3 Relationship of the proposed course to courses now offered by the department: NURS 412 Introduction to Nursing Research will continue to be offered for nursing students in the Post-RN program. NURS 413 will prepare prelicensure students for the graduate nursing research courses offered in the department.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may teach research; however, this course specifically provides research content and its application to evidence-based nursing practice.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Examples of other institutions that offer separate course numbers and titles for courses that are offered in prelicensure and post-RN programs are: Ohio State University: Prelicensure NUR 360: Introduction to Scientific Inquiry for Nursing Practice and Post RN: NUR 390: Introduction to Research for Evidence-Based Practice; University of North Carolina at Chapel Hill: Prelicensure NURS 366:

Health Assessment and Post RN NURS 369: Physical Assessment; Old Dominion:
Prelicensure NUR 480: Leadership, Management, and Professional Development
and Post RN NUR 490: Nursing Leadership.

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of this course, the student will be able to
 - Use knowledge from the natural sciences, behavioral sciences, humanities, and nursing as a data base for inquiry.
 - Related the research process to evidence-based nursing practice.
 - Use critical thinking skills to analyze, synthesize, and evaluate research and its application to evidence-based practice.
 - Describe the role of the baccalaureate prepared nurse in research.
 - Explore the history of nursing research and evidence-based nursing practice.
- 3.2 Content outline:
 - Discovery of nursing research
 - Introduction to quantitative and qualitative research
 - Ethics in nursing research
 - Problem, Purpose, and Hypothesis
 - Conceptual frameworks and models
 - Review of literature
 - Research designs
 - Evidenced-based practice
 - Research populations and samples
 - Measurement and data collection
 - Use of statistics in nursing research
 - Critique of research studies
- 3.3 Student expectations and requirements: Quizzes, comprehensive final, critique, article summary grid, class presentation.
- 3.4 Tentative texts and course materials:

American Psychological Association (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.

Burns, N. & Grove, S.K. (2007). *Understanding nursing research* (4th ed.). Philadelphia: Saunders.

4. Resources:

- 4.1 Library resources: Adequate. See attachment.
- 4.2 Computer resources: Students may gain 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 by current budgeted faculty.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: no change from current requirements.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing 2/6/2009

CHHS Curriculum Committee 3/4/2009

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: February 3, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Demara Goodrich, demara.goodrich@wku.edu, 5-6350

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 429
- 1.2 Course title: Concepts in Pharmacology II
- 1.3 Abbreviated course title: Concepts in Pharmacology II
- 1.4 Credit hours: 2.0 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NURS 338, NURS 329, NURS 341, NURS 342, NURS 343, and NURS 344; or permission of instructor
Corequisites: NURS 413, NURS 432, NURS 433, NURS 444, NURS 445
- 1.7 Course catalog listing: Explores advanced principles of pharmacology, drug prototypes used to treat alterations in health for women, infants, children and high acuity patients, and the nurse's role in administering drugs to patients.

2. Rationale:

- 2.1 Reason for developing the proposed course: NURS 315 (Concepts in Pharmacology) includes introductory and advanced concepts of pharmacology. These advanced concepts are being introduced before students have had the opportunity to administer medications in the clinical setting and before they have received didactic instruction pertaining to advanced nursing concepts. The proposed course will introduce advanced pharmacology concepts that correlate to the students' current nursing knowledge. The proposed course will be the second in a two-course series and would allow the students to apply the pharmacology concepts they are currently learning in NURS 431, NURS 432, NURS 444, and NURS 445.
- 2.2 Projected enrollment in the proposed course: 40 students per semester, based on current admission to the nursing program.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course provides the pharmacologic concepts utilized in nursing practice. In the School of Nursing, there is also a Post-RN BSN program. In this program, NURS 315 will remain as one course to meet the needs of this student population.
- 2.4 Relationship of the proposed course to courses offered in other departments: While other departments may offer pharmacology courses, they are specific to the major. The proposed course offers pharmacology concepts relevant to nursing practice.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Nursing programs in other institutions offer pharmacology as a two-course series. An example of a benchmark institution is University of Central Missouri: NUR 3210 Pharmacological Therapeutics and NUR 4512 Advanced Technical and

Pharmacological Nursing Applications.

3. Discussion of proposed course:

3.1 Course objectives: At the end of this course the student will be able to:

- Explore the historic development, terminology, and legal implications associated with pharmacology.
- Describe the pharmaceutical, pharmacokinetic, and pharmacodynamic phases of pharmacotherapeutics
- Explore cultural and psychosocial factors influencing drug therapy and drug use.
- Identify nursing implications for drug therapy to treat alternations in health for women, infants, children and high acuity patients.
- Explore the classification, mechanism of action, adverse effects, and interactions of specific drugs to treat alternations in health for women, infants, children and high acuity patients.
- Identify specific patient teaching needs associated with drug therapy to treat alternations in health for women, infants, children and high acuity patients.
- Relate selected research findings to drug therapy.

3.2 Content outline:

Advanced Principles of Pharmacology to treat alternations in health for women, infants, children and high acuity patients:

- Peripheral Nervous System Drugs
- Central Nervous System Drugs
- Drugs that affect the Fluid and Electrolyte Balance
- Drugs that affect the Heart, Blood Vessels and Blood
- Drugs for Endocrine Disorders
- Drugs for Bone and Joint Disorders
- Respiratory Tract Drugs
- Gastrointestinal Drugs
- Women's Health
- Men's Health
- Pediatric Dosing
- Critical Care Drug Calculations

3.3 Student expectations and requirements: Students will be graded on exams, papers, presentations and discussion board.

3.4 Tentative texts and course materials:

Lehne, R.A. (2007). *Pharmacology for nursing care* (6th ed.) St. Louis, MO: Saunders.

Lehne, R.A. (2007). *Study guide: Pharmacology for nursing care* (6th ed.) St. Louis, MO: Saunders.

American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.

Deglin, J. H. & Vallerand, A. H. (2005). *Davis's drug guide for nurses* (9th ed.). Philadelphia: F. A. Davis Company.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: No additional faculty will be necessary.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Audrey Cornell, audrey.cornell@wku.edu, 5-3656

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 432
- 1.2 Course title: Medical-Surgical Nursing II
- 1.3 Abbreviated course title: Medical-Surgical Nursing II
- 1.4 Credit hours: 3.0 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NURS 338, NURS 329, NURS 341, NURS 342, NURS 343, and NURS 344; or permission of instructor
Corequisites: NURS 413, NURS 429, NURS 433, NURS 444, NURS 445
- 1.7 Course catalog listing: Explores advanced medical-surgical nursing concepts to provide holistic care to diverse individuals, families, and groups experiencing complex alterations in health.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NURS 428 (Medical-Surgical Nursing II: Health Alterations Across the Lifespan). Separating the didactic and clinical components of NURS 428 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course includes didactic content to prepare students for the care of clients experiencing complex alterations in health. This is the second course in a three-course medical-surgical nursing sequence.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments do not offer a course that focuses on the medical-surgical nursing care of clients experiencing complex alterations in health.
- 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. Examples of benchmark institutions include Middle Tennessee State University: NURS 4330: Caring for Adult Clients II and NURS 4340: Caring for the Adult Clients II Clinical; and East Michigan University: NURS 404: Adult Health Nursing II and NURS 405: Adult Health Nursing II Lab.

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of the course, the student will be able to:

- Integrate knowledge from other disciplines as it relates to the medical-surgical nursing care of clients experiencing complex alterations in health.
- Apply the nursing process to identify medical-surgical nursing problems of clients experiencing complex alterations in health.
- Prioritize medical-surgical nursing interventions for clients experiencing complex alterations in health.
- Identify critical medical-surgical assessment findings that require communication to the healthcare team.
- Identify the teaching-learning needs of individuals, families, and groups with complex medical-surgical alterations in health.
- Identify nursing research findings to support medical-surgical nursing interventions.
- Adhere to the nursing code of ethics and standards of professional nursing practice.
- Function as an accountable member of the nursing profession.

3.2 Content outline:

Nursing process in the care of the individual, families or groups with:

- Cardiac/Perfusion Disorders
- Cardiac Rhythm disorders: Mock Code
- Hematologic, Peripheral Vascular and Lymphatic Disorders
- Blood Transfusion Management
- Disorders of the Peripheral Arteries, Venous Circulation and Lymphatic system
- Disorders of the Endocrine System
- Diabetes Mellitus
- Respiratory Disorders/Oxygenation: Ventilation and Gas Exchange
- Arterial Blood Gas Analysis with compensation
- Renal Disorders
- Musculoskeletal/Mobility Disorders: Trauma
- Bowel/Elimination Disorders
- Gallbladder, Liver and Pancreatic/Nutritional Disorders
- Neurologic Disorders: Degenerative, Peripheral Nervous and Cranial Nerve

3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NURS 432. Grades will be determined by unit and comprehensive final exams. Students must also achieve a satisfactory clinical evaluation in NURS 433. If a student is unsuccessful in either NURS 432 or NURS 433, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Lemone, P., & Burke, K. (2008). *Medical surgical nursing: Critical thinking in client care* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Preusser, B. A. (2005). *Critical thinking in medical-surgical settings: A case study approach* (3rd ed.). St. Louis: Elsevier.

Silvestri, L. A. (2008). *Saunders comprehensive review for the NCLEX-RN examination* (4th ed.). St. Louis: Elsevier Saunders.

American Psychological Association (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.

Malarkey, L.M. & McMorrow, M.E. (2005). *Nursing guide to laboratory and diagnostic tests*. St. Louis: Elsevier.
 Deglin, J. H. & Vallerand, A. H. (2006). *Davis's drug guide for nurses* (10th ed.). Philadelphia: F.A. Davis.
 Gulanick, M., Myers, J.L., Klopp, A., Gradishar, D., Gulanek, S., & Puzas, M.K. (2007). *Nursing care plans: Nursing diagnosis and intervention* (6th ed.). St. Louis: Mosby

4. Resources:

- 4.1 Library resources: adequate. See attachment.
- 4.2 Computer resources: Computer access available on campus. No special software needed.

5. Budget implications:

- 5.1 Proposed method of staffing: The course will be taught by current budgeted faculty.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: No additional resources are required.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Audrey Cornell, audrey.cornell@wku.edu , 5-3656

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 433
- 1.2 Course title: Clinical: Medical-Surgical Nursing II
- 1.3 Abbreviated course title: Clinical: Med-Surg II
- 1.4 Credit hours: 2.0 credit hours
- 1.5 Type of course: Clinical
- 1.6 Prerequisites: NURS 338, NURS 329, NURS 341, NURS 342, NURS 343, and NURS 344; or permission of instructor
Co-requisites: NURS 413, NURS 429, NURS 432, NURS 444, NURS 445
- 1.7 Course catalog listing: Application and integration of advanced medical-surgical nursing concepts to provide holistic care to diverse individuals, families, and groups experiencing complex alterations in health. Students are responsible for arranging own transportation to assigned sites.

2. Rationale

- 2.1 Reason for developing the proposed course: The proposed course is the clinical component for the proposed NURS 428 (Medical-Surgical Nursing II: Health Alterations Across the Lifespan). Separating the didactic and clinical components of NURS 428 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course provides clinical experience for students providing nursing care to clients experiencing complex alterations in health. This is the second clinical course in a three-course medical-surgical nursing sequence.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may address clinical issues related to complex health alterations; however, this course provides clinical experience specifically for nursing students as they provide nursing care to selected clients using the nursing process.
- 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. Examples of benchmark institutions include Middle Tennessee State University: NURS 4330: Caring for Adult Clients II and NURS 4340: Caring for the Adult Clients II Clinical: and East Michigan University: NURS 404: Adult Health Nursing II and NURS 405: Adult Health Nursing II Lab.

3. Discussion of proposed course:

3.1 Course objectives: At the end of the course, the student will be able to:

- Integrate knowledge from other disciplines when providing medical-surgical nursing care to clients experiencing complex alterations in health.
- Apply the nursing process to the medical-surgical nursing care of clients experiencing complex alterations in health.
- Demonstrate leadership skills in designing/managing care for medical-surgical nursing clients experiencing complex alterations in health.
- Demonstrate critical thinking skills for decision making in medical-surgical nursing practice.
- Use effective communication skills with medical-surgical nursing clients experiencing complex alterations in health.
- Demonstrate the role of teacher with medical-surgical nursing clients experiencing complex alterations in health.
- Apply nursing research findings to support nursing interventions for medical-surgical nursing clients experiencing complex alterations in health.
- Adhere to the nursing code of ethics and standards of professional nursing practice when providing care to medical-surgical clients experiencing complex alterations in health.
- Function as an accountable member of the nursing profession.

3.2 Content outline:

Nursing process in the care of the individual, families or groups with:

- Cardiac/Perfusion Disorders
- Cardiac Rhythm disorders: Mock Code
- Hematologic, Peripheral Vascular and Lymphatic Disorders
- Blood Transfusion Management
- Disorders of the Peripheral Arteries, Venous Circulation and Lymphatic system
- Disorders of the Endocrine System
- Diabetes Mellitus
- Respiratory Disorders/Oxygenation: Ventilation and Gas Exchange
- Arterial Blood Gas Analysis with compensation
- Renal Disorders
- Musculoskeletal/Mobility Disorders: Trauma
- Bowel/Elimination Disorders
- Gallbladder, Liver and Pancreatic/Nutritional Disorders
- Neurologic Disorders: Degenerative, Peripheral Nervous and Cranial Nerve

3.3 Student expectations and requirements: NURS 433 is a pass/fail course. Students must achieve a satisfactory clinical evaluation to pass NURS 433. Satisfactory performance is based on faculty evaluation of appropriate care for assigned clients as well as weekly nursing care plans, analysis of group process, therapeutic communication with clients, ethical decision-making, safe performance of psychomotor skills, and participation in pre- and post-clinical conferences. If a student is unsuccessful in either NURS 432 or NURS 433, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Lemone, P., & Burke, K. (2008). *Medical surgical nursing: Critical thinking in client care* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Preusser, B. A. (2005). *Critical thinking in medical-surgical settings: A case study approach* (3rd ed.). St. Louis: Elsevier.

Silvestri, L. A. (2008). *Saunders comprehensive review for the NCLEX-RN examination* (4th ed.). St. Louis: Elsevier Saunders.

American Psychological Association (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.

Malarkey, L.M. & McMorrow, M.E. (2005). *Nursing guide to laboratory and diagnostic tests*. St. Louis: Elsevier.

Deglin, J. H. & Vallerand, A. H. (2006). *Davis's drug guide for nurses* (10th ed.). Philadelphia: F.A. Davis.

Gulanick, M., Myers, J.L., Klopp, A., Gradishar, D., Gulanes, S., & Puzas, M.K. (2007). *Nursing care plans: Nursing diagnosis and intervention* (6th ed.). St. Louis: Mosby.

4. Resources:

- 4.1 Library resources: adequate, see attachment.
- 4.2 Computer resources: adequate access provided on campus.

5. Budget implications:

- 5.1 Proposed method of staffing: With current budgeted faculty.
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: No additional resources are required.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Dawn Garrett, dawn.garrett@wku.edu , 5-3800

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 444
- 1.2 Course title: Maternal Child Nursing
- 1.3 Abbreviated course title: Maternal Child Nursing
- 1.4 Credit hours: 4.0 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NURS 338, NURS 329, NURS 341, NURS 342, NURS 343 and NURS 344; or permission of instructor
Co-requisites: NURS 413, NURS 429, NURS 432, NURS 433, NURS 445
- 1.7 Course catalog listing: Application and integration of nursing concepts to provide holistic care to diverse women, infants, and children experiencing alterations in health.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NURS 414 Nursing Care of Women, Infants, and Children. Separating the didactic and clinical components of NURS 414 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 students per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course includes the didactic material to prepare students for the nursing care of women, infants and children. Students will enter this course having a medical-surgical and mental-health foundation from which to plan care for selected clients.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may discuss health issues and concepts related to women, infants and children; however, this course focuses specifically on nursing care of women, infants and children.
- 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. Examples of benchmark institutions include Middle Tennessee State University: NURS 3230: Developmental Promotion in Childbearing and NURS 3240: Childbearing Clinical: and East Michigan University: NURS 304: Nursing Care of Childbearing Families and NURS 305: Nursing Care of Childbearing Families Laboratory.

3. Discussion of proposed course:

3.1 Course objectives: At the end of the course, the student will be able to:

- Integrate knowledge from other disciplines as it relates to the nursing care to women, infants, and children from diverse cultures, across the lifespan and experiencing alterations in health.
- Apply the nursing process to identify nursing problems of women, infants and children experiencing an alteration in health, across the lifespan, and in diverse settings.
- Prioritize nursing interventions for women, infants, and children experiencing alterations in health.
- Identify critical assessment findings in women, infants, and children that require communication to the healthcare team.
- Identify the teaching-learning needs of women, infants, and children with alterations in health.
- Identify nursing research findings to nursing interventions for women, infants, and children with alterations in health.
- Adhere to the nursing code of ethics and standards of professional nursing practice.
- Function as an accountable member of the nursing profession.

3.2 Content outline:

- Female reproductive system
- Contraception and abortion
- Conception and fetal development
- Anatomy and physiology of pregnancy
- Maternal and fetal nutrition
- Nursing care during pregnancy
- Labor and birth processes
- Pain management
- Fetal assessment
- Nursing care during labor
- Postpartum physiology
- Postpartum nursing care
- Adaptations of the newborn
- Nursing care of the newborn
- Newborn nutrition and feeding
- Problems in newborns
- At risk pregnancies
- Endocrine and metabolic disorders in pregnancy
- Hypertensive disorders in pregnancy
- Labor and birth complications
- Postpartum complications
- Antepartal hemorrhagic disorders
- Nurses role in pediatric assessment
- Pediatric pain assessment and management
- Pediatric infectious and communicable diseases

- Care of the hospitalized child
 - Social and environmental influences on the child
 - Alterations in pediatric respiratory function:
 - gastrointestinal function
 - musculoskeletal function
 - cardiac function
 - endocrine function
 - neurological function
 - hematological/immunological function
 - skin integrity
 - cerebral function
 - ear, nose and throat function
 - genitourinary function
 - Cancers in women
 - Common gynecological problems
 - Menopause
- 3.3 Student expectations and requirements: A variety of teaching/learning strategies will be used in the classroom to include discussion, lecture, and small group work. Students must achieve a 77% average to successfully pass NURS 444. Grades will be determined by unit exams and a final exam. Students must also achieve a satisfactory clinical evaluation in NURS 445. If a student is unsuccessful in either NURS 444 or NURS 445, both courses must be successfully repeated before the student is allowed to progress in the program.
- 3.4 Tentative texts and course materials:
- American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.
- Corbett, J. (2004). *Laboratory tests and diagnostic procedures with nursing diagnoses* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
- Deglin, J. H. & Vallerand, A. H. (2005). *Davis's drug guide for nurses* (9th ed.). Philadelphia: F.A. Davis.
- Gulanick, M., Myers, J.L., Klopp, A., Gradishar, D., Gulanek, S., & Puzas, M.K. (2003). *Nursing care plans: Nursing diagnosis and intervention* (5th ed.). St. Louis: Mosby.
- Kiehne, A., & Thacker, S. (2005). *Study guide to accompany maternal-child nursing* (2nd ed.). St. Louis: Elsevier.
- McKinney, E., James, S., Murray, S., & Ashwill, J. (2005). *Maternal-child nursing* (2nd ed.). St. Louis: Elsevier.
- Silvestri, L. A. (2005). *Saunders comprehensive review for the NCLEX-RN examination* (3rd ed.). St. Louis: Elsevier Saunders.

4. Resources:

- 4.1 Library resources: Adequate. See attachment.
- 4.2 Computer resources: Students may gain 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 by current budgeted 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 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Dawn Garrett, dawn.garrett@wku.edu , 5-3800

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 445
- 1.2 Course title: Clinical: Maternal Child Nursing
- 1.3 Abbreviated course title: Clinical: Maternal Child Nurs
- 1.4 Credit hours: 2.0 credit hours
- 1.5 Type of course: Clinical
- 1.6 Prerequisites: NURS 338, NURS 329, NURS 341, NURS 342, NURS 343, and NURS 344; or permission of instructor
Co-requisites: NURS 413, NURS 429, NURS 432, NURS 433, NURS 444
- 1.7 Course catalog listing: Application and integration of concepts in acute care and community settings to provide holistic nursing care to diverse women, infants, and children experiencing alterations in health. Students are responsible for arranging own transportation to assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the clinical component for the current NURS 414 (Nursing Care of Women, Infants, and Children). Separating the didactic and clinical components of NURS 414 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 students per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course provides clinical experience for students providing care to women, infants and children in acute care and community settings. Students will enter this course having a medical-surgical and mental-health foundation from which to plan care for selected clients.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may address clinical issues related to caring for women, infants and children; however, the proposed course provides nursing clinical experience for students as they provide nursing care to women, infants and children.
- 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. Examples of benchmark institutions include Middle Tennessee State University: NURS 3230: Developmental Promotion in Childbearing and NURS 3240: Childbearing Clinical: and East Michigan University: NURS 304: Nursing Care of Childbearing Families and NURS 305: Nursing Care of Childbearing

3. Discussion of proposed course:

3.1 Course objectives: At the end of the course, the students will be able to:

- Integrate knowledge from other disciplines when providing nursing care to women, infants, and children from diverse cultures, across the lifespan, and experiencing alterations in health.
- Apply the nursing process to the nursing care of women, infants, and children experiencing an alteration in health, across the lifespan, and in diverse settings.
- Demonstrate leadership skills in designing/managing care for women, infants, and children experiencing an alteration in health.
- Demonstrate critical thinking skills in clinical decision-making with women, infants, and children experiencing an alteration in health.
- Utilize effective communication skills with the healthcare team and with women, infants, and children experiencing an alteration in health.
- Demonstrate the role of teacher with women, infants, and children experiencing an alteration in health.
- Apply research finding to support nursing interventions for medical surgical clients experiencing alterations in health.
- Adhere to the nursing code of ethics and standards of professional nursing practice when providing care to medical surgical clients experiencing alterations in health.
- Function as an accountable member of the nursing profession.

3.2 Content outline:

- The prenatal client
- The labor and delivery client
- Pain management during birth and postpartum periods
- Fetal assessment during labor and delivery
- The postpartum client
- The newborn
- Newborn nutrition and feeding
- Women and infants with gestational and post gestational complications
- Well children
- Pediatric pain assessment and management
- Pediatric infectious and communicable diseases
- The hospitalized child including children experiencing alterations in pediatric:
 - Respiratory function
 - Gastrointestinal function
 - Musculoskeletal function
 - Cardiac function
 - Endocrine function
 - Neurological function
 - Hematological/immunological function
 - Skin integrity
 - Cerebral function
 - Ear, nose and throat function

- Genitourinary function
 - Care of women experiencing gynecological alterations.
- 3.3 Student expectations and requirements: NURS 445 is a pass/fail course. Students must achieve a satisfactory clinical evaluation to pass NURS 445. Satisfactory performance is based on faculty evaluation of appropriate care for assigned clients as well as weekly nursing care plans or journals, teaching learning plan, clinical group presentation, therapeutic communication, ethical decision-making, safe performance of psychomotor skills and participation in pre and post- clinical conferences. . If a student is unsuccessful in either NURS 444 or NURS 445, both courses must be successfully repeated before the student is allowed to progress in the program.
- 3.4 Tentative texts and course materials:
- American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, DC: Author.
- Corbett, J. (2004). *Laboratory tests and diagnostic procedures with nursing diagnoses* (6th ed.) Upper Saddle River, NJ: Prentice Hall.
- Deglin, J. H. & Vallerand, A. H. (2005). *Davis's drug guide for nurses* (9th ed.). Philadelphia: F.A. Davis.
- Gulanick, M., Myers, J.L., Klopp, A., Gradishar, D., Gulanek, S., & Puzas, M.K. (2003). *Nursing care plans: Nursing diagnosis and intervention* (5th ed.). St. Louis: Mosby.
- Kiehne, A., & Thacker, S. (2005). *Study guide to accompany maternal-child nursing* (2nd ed.). St.Louis: Elsevier.
- McKinney, E., James, S., Murray, S., & Ashwill, J. (2005). *Maternal-child nursing* (2nd ed.). St. Louis: Elsevier.
- Silvestri, L. A. (2005). *Saunders comprehensive review for the NCLEX-RN examination* (3rd ed.). St. Louis: Elsevier Saunders.

4. Resources:

- 4.1 Library resources: Adequate. See attachment.
- 4.2 Computer resources: Students may gain 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 by current budgeted 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 2009

7. Dates of prior committee approvals:

School of Nursing

2/6/2009

CHHS Undergraduate Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

Proposal date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Sherry Lovan, sherry.lovan@wku.edu , 5-8769

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 448
- 1.2 Course title: Community Health Nursing
- 1.3 Abbreviated course title: Community Health Nursing
- 1.4 Credit hours: 3.0 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: NURS 413, NURS 429, NURS 432, NURS 433, NURS 444, and NURS 445; or permission of instructor
Corequisites: NURS 403, NURS 421, NURS 422, NURS 449, Nursing elective
- 1.7 Course catalog listing: Explores theories and concepts from nursing and public health that address multidimensional health needs of diverse populations: role of the nurse in healthcare of society.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the didactic component for the current NURS 426 (Public Health Nursing). Separating the didactic and clinical components of NURS 426 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: The course provides the didactic content for students in community health nursing.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may address issues related to community health; however, this course focuses on the nurse's role in assisting communities and population health, understanding health determinants, and epidemiology.
- 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 of a benchmark institution is East Michigan University: NURS 450: Community Health Nursing and NURS 451: Community Health Nursing Practice.

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of the course, the student will be able to:
 - Synthesize knowledge from the liberal arts and behavioral, biological, physical and social sciences, community health and epidemiology with nursing theory.

- Critically analyze and process community health problems, health policy and public health nursing theory.
- Examine the nurse's role as a change agent and a client advocate in the health care system.
- Analyze nursing research and apply the epidemiological model to address community health problems.
- Evaluate occupational and environmental health problems that impact the health of populations.
- Understand how the nursing process is used to promote the health of populations across the lifespan in diverse settings and to improve the health of the community.
- Understand effective communication theory and skills necessary to collaborate with multi-professionals and to improve the health of clients from diverse populations.
- Understand therapeutic nursing interventions for populations across the lifespan in diverse cultures to promote health.

3.2 Content outline:

- Conceptual frameworks and theories in community nursing
- Community assessment, planning and health education
- Epidemiology
- Case management and the health care system
- Economics, policy, legislation, and community health nursing
- Cultural diversity and environmental Health
- Children, adolescents, women, men, seniors, and family health
- Vulnerable populations: homeless, disabilities, rural/migrant health, mental illness
- Communicable disease, sexually transmitted illnesses
- Substance abuse and Violence
- Natural and Man-made Disasters
- School health and Occupational health
- Home Health, Hospice, and Parish Nursing
- Forensic and Correctional Nursing
- Health in the Global Community

3.3 Student expectations and requirements: Students must achieve a 77% average to successfully pass NURS 448. Grades will be determined by unit and comprehensive final exams. Students must also achieve a satisfactory clinical evaluation in NURS 449. If a student is unsuccessful in either NURS 448 or NURS 449, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Nies, M.A., & McEwen, M. (2007). *Community/public health nursing: Promoting the health of populations* (4th ed.). St. Louis: Saunders Elsevier.

4. Resources:

- 4.1 Library resources: Adequate. See attachment.
- 4.2 Computer resources: Students may gain 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 by current budgeted 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 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009_
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal date: January 21, 2009

**College of Health and Human Services
School of Nursing
Proposal to Create a New Course
(Action Item)**

Contact Person: Sherry Lovan, sherry.lovan@wku.edu, 5-8769

1. Identification of proposed course:

- 1.1 Course prefix and number: NURS 449
- 1.2 Course title: Clinical: Community Health Nursing
- 1.3 Abbreviated course title: Clinical: Community Hlth Nurs
- 1.4 Credit hours: 2.0 credit hours
- 1.5 Type of course: Clinical
- 1.6 Prerequisites: NURS 413, NURS 429, NURS 432, NURS 433, NURS 444, and NURS 445; or permission of instructor
Corequisites: NURS 403, NURS 421, NURS 422, NURS 448, Nursing elective
- 1.7 Course catalog listing: Application of public health concepts to address multidimensional health needs of diverse populations: role of the nurse in healthcare of society. Students are responsible for arranging own transportation to assigned sites.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course is the clinical component for the current NURS 426 (Public Health Nursing). Separating the didactic and clinical components of NURS 426 more accurately reflects student course load and faculty teaching load.
- 2.2 Projected enrollment in the proposed course: 40 per semester based on current admission to the nursing program
- 2.3 Relationship of the proposed course to courses now offered by the department: The course provides clinical experience for students in community health nursing.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments may address clinical issues related to community health; however, this course provides nursing clinical experience for students as they provide nursing care to selected clients in the community setting.
- 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 of a benchmark institution is East Michigan University: NURS 450: Community Health Nursing and NURS 451: Community Health Nursing Practice.

3. Discussion of proposed course:

- 3.1 Course objectives: At the end of the course, the student will be able to:
 - Synthesize knowledge from the liberal arts and behavioral, biological, physical and social sciences, community health and epidemiology with

- nursing theory to provide a holistic approach to nursing care of populations.
- Critically analyze and process public health problems, health policy and community health nursing theory to provide holistic population-focused nursing care to clients across the lifespan in diverse community-based settings.
- Evaluate the nurse's role as a change agent and a client advocate in the health care system.
- Analyze nursing research and apply the epidemiological model to address community health problems.
- Evaluate occupational and environmental health problems that impact the health of populations.
- Utilize the nursing process to provide nursing care to promote the health of populations across the lifespan in diverse settings to improve the health of the community.
- Utilize effective communication theory and skills to collaborate with multi-professionals and to improve the health of clients from diverse populations.
- Use therapeutic nursing interventions for populations across the lifespan in diverse cultures to promote health.
- Provide, design, manage and coordinate holistic care to populations of clients.

3.2 Content outline:

- Conceptual frameworks and theories in community nursing
- Community assessment, planning and health education
- Epidemiology
- Case management and the health care system
- Economics, policy, legislation, and community health nursing
- Cultural diversity and environmental Health
- Children, adolescents, women, men, seniors, and family health
- Vulnerable populations: homeless, disabilities, rural/migrant
- health, mental illness
- Communicable disease, sexually transmitted illnesses
- Substance abuse and Violence
- Natural and Man-made Disasters
- School health and Occupational health
- Home Health, Hospice, and Parish Nursing
- Forensic and Correctional Nursing
- Health in the Global Community

3.3 Student expectations and requirements: NURS 449 is a pass/fail course. Students must achieve a satisfactory clinical evaluation to pass NURS 449. Satisfactory performance is based on faculty evaluation of appropriate care for assigned clients as well as weekly discussion board activities, online assignments, community assignments, ethical decision-making, and safe performance of psychomotor skills. If a student is unsuccessful in either NURS 448 or NURS 449, both courses must be successfully repeated before the student is allowed to progress in the program.

3.4 Tentative texts and course materials:

Nies, M.A., & McEwen, M. (2007). *Community/public health nursing*:

Promoting the health of populations (4th ed.). St. Louis: Saunders Elsevier.

4. Resources:

- 4.1 Library resources: Adequate. See attachment.
- 4.2 Computer resources: Students may gain 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 by current budgeted faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: No additional resources required.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

School of Nursing	2/6/2009
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: August 19, 2008

**College of Health and Human Services
Department of Physical Education and Recreation
Proposal to Create a New Course
(Action Item)**

Contact Person: Tammie Stenger-Ramsey, Tammie.stenger@wku.edu, 745-6063

1. Identification of proposed course:

- 1.1 Course prefix and number: REC 439
- 1.2 Course title: Challenge Course Facilitation
- 1.3 Abbreviated course title: Challenge Course Facilitation
- 1.4 Credit hours and contact hours: 3.0 Credit hours, 45 contact hours
- 1.5 Type of course: C: Lecture/Lab
- 1.6 Prerequisites: Junior Standing or Instructor Permission
- 1.7 Course catalog listing: Understanding and applying experiential education theory in individual and group settings. Focus is on designing and facilitating safe and effective low and high challenge course experiences that incorporate personal growth, critical reflection, and skills in problem-solving, decision-making, and teambuilding. Recommended industry standards are followed. Field experiences required. Students are responsible for their own transportation to off campus meetings.

2. Rationale:

- 2.1 Reason for developing the proposed course: Recreation-related agencies all over the country are operating challenge courses. This course will provide theory and practical skills that will help the students take advantage of a growing career area in recreation. The course will also meet several NRPA/AALR accreditation standards (See section 3.1).
- 2.2 Projected enrollment in the proposed course: 15 – The reason for the relatively small number is based on instructor to student ratios recommended by the ACCT (Association for Challenge Course Technology), the leading agency promoting industry standards for challenge courses.
- 2.3 Relationship of the proposed course to courses now offered by the department: There are currently no courses of this nature offered by the department. This course will complement courses currently offered in the Recreation Administration program like REC 302, REC 306, REC 435, and REC 437.
- 2.4 Relationship of the proposed course to courses offered in other departments: While there are courses on campus that address some similar concepts, there are no courses specifically designed to teach students how to facilitate teambuilding and personal growth experiences utilizing low, high, and portable challenge courses.
- 2.5 Relationship of the proposed course to courses offered in other institutions: One of our benchmark institutions, Southeast Missouri State University, offers a similar course for academic credit. Other colleges and universities offering similar courses include: Berry College and Asbury College.

3. Discussion of proposed course:

3.1 Course objectives: Through participation in this class, the student will be able to:

- Articulate leadership styles and their application in developmental settings. (8.19)*
- Assess group needs and design experiences based on goals and objectives. (8.17, 8.28)*
- Design and facilitate experiential activities to foster development of teamwork, and personal growth and development. (8.17, 8.19, 8.20)*
- Explain and apply the principles of experiential education. (8.19)*
- Appreciate appropriate safety and risk management considerations related to conducting experiences on low and high challenge courses.
- Identify and classify appropriate activities for individuals at various developmental stages. (8.18)*
- Describe the mechanics of planning a teambuilding and high challenge course workshop through collaboration with committees and other groups. (8.19)*
- Demonstrate knowledge and ability to work within a small group setting to plan, organize, conduct, and evaluate a workshop or event. (8.19)*
- Tie appropriate knots for use on a challenge course.
- Demonstrate effective belay techniques.
- Explain the function of each piece of equipment and demonstrate its appropriate use.
- Describe the steps taken in a course inspection.
- Demonstrate appropriate course set up.
- Articulate the importance of and apply the ethical considerations necessary for effective facilitation of groups. (8.17, 8.19)*
- Communicate effectively using written, oral, and electronic channels of communication. (8.35, 8.36)*

* Numbers in parentheses are specific NRPA/AALR Accreditation competencies met by that objective.

3.2 Content outline:

- Introduction to Challenge Courses, Full Value Contract, and Challenge By Choice
- Introduction to Leadership and Group Dynamics
- Introduction to Experiential Learning Theory
- Facilitation Process
- Processing Techniques
- Full-Body Calibration and Tracking
- Learning Activities and Retention Strategies
- Transfer of Learning
- Spotting, Safety, and Risk Management Issues
- Challenge Course Inspections, Set up, and Take Down
- Knot Tying
- Belay Systems and Techniques
- Rappel Systems and Techniques
- High Challenge Course Rescue Systems and Techniques
- Assessing Needs

- Creating Goals and Objectives
- Designing Workshops to Meet Needs
- Facilitation Practice

3.3 Student expectations and requirements: In order to get the most out of this type of course structure, regular participation is imperative. Students are expected to attend class & participate in all class meetings and field trips as necessary. Additionally, students are expected to be on time and to stay the entire class period. In addition you are expected to: a) know that you are responsible for turning in any assignments that may be due during your absence BEFORE you leave unless you have made other arrangements with the instructor; b) spend AT LEAST SIX (6) HOURS outside of class time reading and doing assignments for this class each week; c) uphold the highest standards of academic integrity in your own work; d) refuse to tolerate violations of academic integrity in the academic community; and, e) foster a sense of integrity and social responsibility on the part of the University community.

3.4 Tentative texts and course materials:

Rohnke, K., Rogers, D., Wall, J. B. & Tait, C. M. (2007). *The complete ropes course manual (4th ed.)*. Dubuque, IA: Kendall Hunt.

4. Resources:

4.1 Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

5.1 Proposed method of staffing: Existing faculty

5.2 Special equipment needed: Most of this course will be taught at a challenge course facility – all equipment will be available on site.

5.3 Expendable materials needed: None.

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Summer 2009

7. Dates of prior committee approvals:

Physical Education and Recreation Department August 22, 2008

CHHS Undergraduate Curriculum Committee 3/4/09

Undergraduate Curriculum Committee 26 March 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: February 6, 2009

**College of Health & Human Services
Center for Gerontology/CHHS Dean's Office
Proposal to Create a New Course
(Action Item)**

Contact Person: Dana Burr Bradley, Ph.D., dana.bradley@wku.edu, 5-2356

1. Identification of proposed course:

- 1.1 Course prefix and number: GERO 485
- 1.2 Course title: Seminar in Gerontology
- 1.3 Abbreviated course title: Seminar in Gerontology
- 1.4 Credit hours and contact hours: 1
- 1.5 Type of course: K (workshop)
- 1.6 Prerequisites: GERO 100, Primary GERO Electives (see WKU Catalog), and consent of Gerontology Coordinator.
- 1.7 Course catalog listing: Students integrate what they have learned in gerontology with a focus on how those concepts, ideas, theories and practical experiences relate to their career or higher education goals. Students create a portfolio and resume that reflects their experiences.

2. Rationale:

- 2.1 Reason for developing the proposed course: This undergraduate level course is recommended by the Association for Gerontology in Higher Education (AGHE) in their Standards and Guidelines for Gerontology as a culminating experience for students in the field of aging. It will also help students to prepare for the national credential for professional gerontologists. This new course is endorsed by the interdisciplinary gerontology committee and responds to higher education trends to document student learning outcomes.
- 2.2 Projected enrollment in the proposed course: Based on current designation of the Gerontology Minor, enrollment is estimated at 10 per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Center for Gerontology does not currently offer any capstone experience in aging. This course will offer students the opportunity to demonstrate their knowledge of aging.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other gerontological capstone courses offered by other units in the College of Health and Human Services or Western Kentucky University.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Culminating experiences are required in 5 of the 12 of the Benchmark institutions offering a minor in Gerontology.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completion of this course students will be able to

demonstrate their understanding of:

- knowledge of relationships among older adults, their families and society
- effective written, oral and interpersonal communication skills
- critical thinking and problem solving as these skills relate to an aging society;
- the ability to reflect on aspects of ageism in American society/socially conscious behavior regarding older adults.

3.2 Course Content:

- Introduction to the Field of Gerontology
 - What created the interest in gerontology as a field of study and as a profession? What is a gerontologist?
- Understanding career and/or higher education options in gerontology
 - Places where gerontological specialists and gerontologists work.
 - Overview of careers in aging.
- Developing Gerontological Portfolio
 - Selection of work from Gerontology Minor.
 - Identify linkages between selected works.
- Developing Resume and/or Higher Education Goal Statement
- Exit interview with Program Director.

3.3 Student expectations and requirements:

Students will be expected to complete a portfolio consisting of assignments from courses within the Gerontology Minor, develop a resume or statement of higher education goals and participate in an exit interview.

3.4 Tentative texts and course materials: Grabinski, C.J. (2007), *101 Careers in Gerontology*, New York: Springer.

4. Resources:

4.1 Library resources: Current resources are adequate.

4.2 Computer resources: The College of Health and Human Services has adequate computer support for this course. The Division of Extended Learning and Outreach will provide distance education support.

5. Budget implications:

- 5.1 Proposed method of staffing: There is sufficient full time faculty to teach this course.
- 5.2 Special equipment needed: No special equipment is required.
- 5.3 Expendable materials needed: No expendable materials are needed as this is an on-line course.
- 5.4 Laboratory materials needed: No laboratory supplies are needed.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Gerontology Advisory Committee: February 13, 2009

CHHS Undergraduate Curriculum Committee 3/4/09

Undergraduate Curriculum Committee 26 March 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Center for Gerontology/ CHHS Dean's Office
Proposal to Create a New Course
(Action Item)**

Contact Person: Dana Burr Bradley, Ph.D. Dana.bradley@wku.edu, 5-2356

1. Identification of proposed course:

- 1.1 Course prefix and number: GERO 490
- 1.2 Course title: Independent Study in Gerontology
- 1.3 Abbreviated course title: Independent Study in Gerontology
- 1.4 Credit hours and contact hours: 1.0- 6.0
- 1.5 Type of course: I (independent study)
- 1.6 Prerequisites: Permission of the instructor and the Gerontology Coordinator.
- 1.7 Course catalog listing: Supervised individual study and/or field-based experience in a topic or area of Gerontology of particular interest to the student. May be repeated for credit but only a total of 3 credits can be counted toward a Gerontology minor.

2. Rationale:

- 2.1 Reason for developing the proposed course: This undergraduate course will allow a student to obtain knowledge about a specific question within the field of aging from either a disciplinary or interdisciplinary vantage point. This new course is endorsed by the interdisciplinary gerontology committee and responds to a need to develop curriculum which supports the intellectual and professional development of the student.
- 2.2 Projected enrollment in the proposed course: Typically independent study sections have an enrollment of 1, though based on the growth of the gerontology minor, it is possible that up to 5 students per semester will be enrolled.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Center for Gerontology does not currently offer any independent study courses in aging. This course will complement the core courses in the undergraduate Gerontology Minor.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other gerontological independent study courses offered by other units in the College of Health and Human Services or Western Kentucky University.
- 2.5 Relationship of the proposed course to courses offered in other institutions: University of Kentucky offers an independent study course within their Graduate Gerontology curriculum. Ten of the 12 benchmark institutions that have a Gerontology Minor offer an independent study course within their curriculum.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Upon completion of this course, students will:
 - Develop topic to investigate or field experience

- Identify major literature and theories in aging related to the focus of the topic and/or experience.
- Identify and critically analyze major aging issues and controversies that inform the topic.
- Identify factors in the internal & external aging environments that may affect the application or research relating to the topic and/or experience.
- Use a variety of ways (e.g., discussion, presentations, written assignments) to communicate understanding of topic and/or experience.

3.2 Content outline:

- Overview of the topic or field experience and its relationship to Gerontology
- Review relevant theories and research literature
- Identify contemporary and emerging aging issues relevant to the topic and/or experience
- Develop understanding of application of topic/experience to aging individuals
- Demonstrate understanding of topic/experience through research and/or discussion.

3.3 Student expectations and requirements:

Students will be expected to complete readings, a research paper and/or a narrative journal.

3.4 Tentative texts and course materials: Depends upon specific disciplinary focus and topic.

4. Resources:

4.1 Library resources: Current resources related to gerontology are adequate.

4.2 Computer resources: The College of Health and Human Services has adequate computer support for this course. The Division of Extended Learning and Outreach will provide distance education support.

5. Budget implications:

5.1 Proposed method of staffing:

There is sufficient full time faculty to teach this course.

5.2 Special equipment needed:

No special equipment is required.

5.3 Expendable materials needed:

No expendable materials are needed as this is an on-line course.

5.4 Laboratory materials needed:

No laboratory supplies are needed.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Gerontology Advisory Committee: February 13, 2009

CHHS Undergraduate Curriculum Committee

3/4/09

Undergraduate Curriculum Committee 26 March 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**College of Health and Human Services
Center for Gerontology/ CHHS Dean's Office
Proposal to Create a New Course
(Action Item)**

Contact Person: Dana Burr Bradley, Ph.D. Dana.bradley@wku.edu, 5-2356

1. Identification of proposed course:

- 1.1 Course prefix and number: GERO 495
- 1.2 Course title: Topics in Gerontology
- 1.3 Abbreviated course title: Topics in Gerontology
- 1.4 Credit hours: 1.0- 3.0
- 1.5 Type of course: S (Seminar)
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Investigation of specific issues in Gerontology, either from the perspective of a single discipline or from a multidisciplinary perspective. Students are responsible for arranging own transportation to assigned sites. May be repeated for credit but only a total of 6 credits can be counted towards a Gerontology minor.

2. Rationale:

- 2.1 Reason for developing the proposed course:: This undergraduate course will allow students to obtain knowledge about specific or newly emerging trends in the field of aging from either a disciplinary or interdisciplinary vantage point. This new course is endorsed by the interdisciplinary gerontology committee and responds to a need to develop curriculum which incorporate quickly changing and new knowledge.
- 2.2 Projected enrollment in the proposed course: Enrollment, based on current and projected growth in the gerontology minor is estimated at 30 per offering.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Center for Gerontology does not currently offer any topics courses in aging. This course will complement the core courses in the undergraduate Gerontology Minor.
- 2.4 Relationship of the proposed course to courses offered in other departments: There are no other gerontological topics courses offered by other units in the College of Health and Human Services or Western Kentucky University.
- 2.5 Relationship of the proposed course to courses offered in other institutions: University of Kentucky offers a topics course within their Graduate Gerontology curriculum. Eight of the 12 benchmark institutions that have a Gerontology Minor offer a topics course within their curriculum.

3. Discussion of proposed course:

- 3.1 Course objectives:

Upon completion of this course, students will:

- Identify major literature and theories in aging related to the focus of the topics course.
- Identify and critically analyze major aging issues and controversies that inform the topic.
- Identify factors in the internal & external aging environments that may affect the application or research relating to the course topic.
- Use a variety of ways (e.g., discussion, presentations, written assignments) to communicate understanding of topic.

3.2 Content outline:

- Overview of the Topic and its relationship to Gerontology
- Review relevant theories and research literature
- Identify contemporary and emerging aging issues relevant to the course focus
- Develop understanding of application of topic to aging individuals
- Demonstrate understanding of topic through research and/or discussion.

3.3 Student expectations and requirements: Students will be expected to complete examinations, class assignments, and a research paper.

3.4 Tentative texts and course materials: Depends upon specific disciplinary focus and topic.

4. Resources:

4.1 Library resources: Current resources related to gerontology are adequate.

4.2 Computer resources: The College of Health and Human Services has adequate computer support for this course. The Division of Extended Learning and Outreach will provide distance education support.

5. Budget implications:

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

5.2 Special equipment needed: No special equipment is required.

5.3 Expendable materials needed: No expendable materials are needed as this is an on-line course.

5.4 Laboratory materials needed: No laboratory supplies are needed.

6. Proposed term for implementation: Fall 2009

7. Dates of prior committee approvals:

Gerontology Advisory Committee: February 13, 2009

CHHS Undergraduate Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: February 6, 2009

**College of Health & Human Services
Center for Gerontology/CHHS Dean's Office
Proposal to Revise A Program
(Action Item)**

Contact Person: Dana Burr Bradley, Ph.D., dana.bradley@wku.edu, 5-2356

1. Identification of program:

- 1.1 Current program reference number: 99
- 1.2 Current program title: Gerontology Minor
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

- Decrease minimum credit hours from 21 to 19
- Change Required Courses from 12 credit hours to 4 credit hours
- Require at least 6 credits from list of Primary Electives
- Delete 5 courses from approved elective list
- Add 5 courses to Secondary Elective list

3. Detailed program description:

Current Program Description	Proposed Program Description
The minor consists of 21 hours to be selected from core and elective courses. The 12 hours of core courses are BIOL 344; PSY 423; PH 443; and SOCL 342 . In addition, nine hours of electives must be chosen with approval of the academic advisor from the following: CFS 311; CFS 495; ECON 365; CD 489; FIN 261; HCA 345; HCA 440; HCA 471; PH 444; PH 447; PH 463; PH 464; PHIL 322; PHIL 426; REC 311; and SWRK 326 . The student's major and minor advisors should be consulted for assistance in selecting the most appropriate field placement experience, to be taken at the end of the course work in the minor.	The minor consists of 19 hours to be selected from core and elective courses. The 4 hours of core courses are GERO 100 and GERO 485 . In addition, 6 hours of Primary electives must be chosen from BIOL 344; PH 443; SOCL 342; and PSY 423 and 9 hours of Secondary electives must be chosen from CD 489; ECON 365; FIN 261, 444; HCA 345, 471; PH 444, 464; PHIL 322, 426; SWRK 326; CFS 367; EXS 455; and GERO 490, 495 . The Gerontology Coordinator should be consulted for assistance in selecting the most appropriate primary and secondary electives and in determining a field or research experience, to be taken toward the end of the course work in the minor.

Current Program: Proposed Program:

<u>Required Courses:</u>	<u>Hrs</u>	<u>Required Courses:</u>	<u>Hrs</u>
BIOL 344 Biology of Aging	(3)	GERO 100 Introduction to the	(3)
PH 443 Healthy Aging	(3)	Aging Experience	(3)
SOC 342 Aging in Society	(3)	GERO 485 Seminar in	(1)
PSY 423 Psychology of Adult Life	(3)	Gerontology	(1)
and Aging	(3)		
Total Required Hours	9	Total Required Hours	4
<u>Elective Courses:</u>	(3)	<u>Primary Elective Options(at least 2)</u>	
GERO 100 Intro to Gerontology	(3)	BIOL 344 Biology of Aging	(3)
CD 489 Geriatric Communication	(3)	PH 443 Healthy Aging	(3)
Disorders ECON 365 Economics of	(3)	SOCL 342 Aging in Society	(3)
AgingFIN 261 Personal FinanceHCA	(3)	PSY 423 Psychology of Adult	(3)
345 Long-Term Care Administration	(3)	Life and Aging	(3)
HCA 471 Managed Care	(3)		
PH 444 Death Education PH 464	(3)	Total Primary Elec. Hours	
Women's HealthPHIL 322	(3)	Required	6-12
Biomedical EthicsPHIL 426	(3)		
Philosophy of Old Age SWK 326	(3)	<u>Secondary Elective Options</u>	
Services for Older Adults CFS 311	(3)	CD 489 Geriatric Communication	(3)
Family Relations(Remove)CFS 495	(3)	DisordersECON 365 Economics	(3)
Interpersonal Violence	(3)	of Aging FIN 261 Personal	(3)
(Remove)PH 463 Consumer Health	(3)	FinanceHCA 345 Long-Term	(3)
(Remove)HCA 440 Health	(3)	Care AdministrationHCA 471	(3)
Economics (Remove)PH 447	(3)	Managed CarePH 444 Death	(3)
Human Values in the Health	(3)	EducationPH 464 Women's	(3)
Sciences (Remove)or as approved by	(3)	HealthPHIL 322 Biomedical	(3)
Gerontology CoordinatorTotal	(3)	EthicsPHIL 426 Philosophy of	(3)
		Old AgeSWK 326 Services for	(3)
		Older AdultsCFS 367 Nutrition	(3)
		in AgingEXS 455 Exercise and	(3)
		AgingFIN 444 Retirement and	(3)
		PlanningGERO 490	(3)
		Independent Study in	
		GerontologyGERO 495 Topics	(3)
		in Gerontology	
		Or as approved by Gerontology	(1-6)
		Minor Coordinator. Total	
		Secondary Elec. Hours	(1-3)
		Required	
		Total	
			3-9
			19

4. Rationale for the proposed program change:

The addition of a two required courses, GERO 100 and GERO 485, will strengthen gerontological professional development and brings the curriculum into a commonly recognized pattern in GERO minor education: a three credit introductory course and a capstone experience. In order to increase student's ability to align the GERO minor more closely with their professional goals, students now choose from a primary and secondary set of electives. The minimum hours for the Gerontology Minor was reduced from 21 to 19 hours to more closely align with requirements of minors in other gerontology programs (9 of 12 benchmarks that have a minor program).

5. Proposed term for implementation and special provisions: Fall 2009

6. Dates of prior committee approvals:

Gerontology Advisory Committee: February 13, 2009

CHHS Undergraduate Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate

Attachment: Program Inventory Form

**College of Health and Human Services
Department of Physical Education and Recreation
Proposal to Revise A Program
(Action Item)**

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 745-6063

1. Identification of program:

- 1.1 Current program reference number: 426
- 1.2 Current program title: Outdoor Leadership
- 1.3 Credit hours: 24

2. Identification of the proposed program changes:

- Remove REC 302 Recreation Leadership as a required course.
- Decrease the number of required course in Minor hours from 21 to 18.
- Increase the number of Minor Elective hours from 3 to 6.
- Add REC 439 Challenge Course Facilitation as a minor elective.
- Remove REC 420 Commercial Recreation and Tourism as an elective.

3. Detailed program description:

CURRENT PROGRAM			PROPOSED PROGRAM		
Required Courses in Minor			Required Courses in Minor		
REC 302	Recreation Leadership	3			
REC 330	Foundations of Outdoor Recreation	3	REC 330	Foundations of Outdoor Recreation	3
REC 332	Outdoor Education	3	REC 332	Outdoor Education	3
REC 335	Outdoor Skills – Land	3	REC 335	Outdoor Skills – Land	3
REC 337	Outdoor Skills – Water	3	REC 337	Outdoor Skills – Water	3
REC 435	Outdoor Expedition Planning	3	REC 435	Outdoor Expedition Planning	3
REC 437	Outdoor Leadership Expedition	3	REC 437	Outdoor Leadership Expedition	3
REC	Minor Elective	3	REC	Minor Elective	3
			REC	Minor Elective	3
	Required Courses In Minor	21		Required Courses in Minor	18
	Minor Elective	3		Minor Electives	6
	Total Hours	24		Total Hours	24
Minor Electives			Minor Electives		
REC 235	Outdoor Rec Activities	3	REC 235	Outdoor Rec Activities	3
REC 328	Inclusive Recreation	3	REC 328	Inclusive Recreation	3
REC 420	Commercial Rec& Tourism	3			
REC 422	Campus Recreation	3	REC 422	Campus Recreation	3
REC 424	Camp & Conf Center Admin	3	REC 424	Camp & Conf Center Admin	3

REC 430	Recreation Resource Mgt	3	REC 430	Recreation Resource Mgt	3
REC 434	Environmental Interpretation	3	REC 434	Environmental Interpretation	3
			REC439	ChallengeCourse Facilitation	3
REC 482	Recreation Workshop	3	REC 482	Recreation Workshop	3

4. Rationale for the proposed program change:

Removing REC 302 Recreation Leadership from a Required Course in the Minor. During conversations with Outdoor Recreation professionals they have expressed a desire for professionals entering the workforce to have more knowledge and skills specific to the outdoors. By moving REC 302 from a required course, students have more opportunity to take courses that will help them develop outdoor specific skills and knowledge.

Adding REC 439 Challenge Course Facilitation as a Minor Elective. This is a new course that provides theory and application of experiential education techniques and technical climbing and rescue skills that are often sought after in outdoor recreation professionals.

Removing REC 420 Commercial Recreation and Tourism as a Minor Elective. This course provides little if no additional knowledge or skills necessary for outdoor recreation professionals.

5. Proposed term for implementation and special provisions: Fall 2009

6. Dates of prior committee approvals:

Physical Education and Recreation Department: 02/20/09

CHHS Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 2/16/2009

**College of Health and Human Services
Department of Physical Education and Recreation
Proposal to Revise A Program
(Action Item)**

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 745-6063

1. Identification of program:

- 1.1 Current program reference number: 589
- 1.2 Current program title: Recreation Administration
- 1.3 Credit hours: 48

2. Identification of the proposed program changes:

- Changing REC 320 Recreation Seminar from a major elective to a requirement.
- Increase the number of required course hours from 33 to 36 hours.
- Reduce the number of major elective hours from 15 to 12 hours.
- Add REC 439 Challenge Course Facilitation as a major elective.

3. Detailed program description:

Current Program Description	Proposed Program Description
The major in recreation administration (reference number 589) requires a minimum of 48 semester hours and leads to a Bachelor of Science degree. Students must complete the following recreation courses: REC 200, 302, 304, 306, 402, 404, 406, and 490. Elective courses should be chosen in consultation with the recreation administration advisor.	The major in recreation administration (reference number 589) requires a minimum of 48 semester hours and leads to a Bachelor of Science degree. Students must complete the following recreation courses: REC 200, 302, 304, 306, 320 , 402, 404, 406, and 490. Elective courses should be chosen in consultation with the recreation administration advisor.

CURRENT PROGRAM			PROPOSED PROGRAM		
Required Courses In Major			Required Courses In Major		
<u>REC 200</u>	<u>Introduction to Recreation</u>	<u>3</u>	<u>REC 200</u>	<u>Introduction to Recreation</u>	<u>3</u>
<u>REC 302</u>	<u>Recreation Leadership</u>	<u>3</u>	<u>REC 302</u>	<u>Recreation Leadership</u>	<u>3</u>
<u>REC 304</u>	<u>Technology Applications in Recreation</u>	<u>3</u>	<u>REC 304</u>	<u>Technology Applications in Recreation</u>	<u>3</u>
<u>REC 306</u>	<u>Recreation Program Planning</u>	<u>3</u>	<u>REC 306</u>	<u>Recreation Program Planning</u>	<u>3</u>
			<u>REC 320</u>	<u>Recreation Seminar</u>	<u>3</u>
<u>REC</u>	<u>Fiscal Practices in Recreation</u>	<u>3</u>	<u>REC</u>	<u>Fiscal Practices in</u>	<u>3</u>

<u>402</u>			<u>402</u>	<u>Recreation</u>	
<u>REC 404</u>	<u>Recreation Facility Management</u>	<u>3</u>	<u>REC 404</u>	<u>Recreation Facility Management</u>	<u>3</u>
<u>REC 406</u>	<u>Recreation Administration</u>	<u>3</u>	<u>REC 406</u>	<u>Recreation Administration</u>	<u>3</u>
<u>REC 490</u>	<u>Internship in Recreation</u>	<u>12</u>	<u>REC 490</u>	<u>Internship in Recreation</u>	<u>12</u>
	<u>Required Core Hours</u>	<u>33</u>		<u>Required Core Hours</u>	<u>36</u>
	<u>Major Elective hours</u>	<u>15</u>		<u>Major Elective hours</u>	<u>12</u>
	<u>Total</u>	<u>48</u>		<u>Total</u>	<u>48</u>
Major Electives			Major Electives		
REC 220	Intro to Human Service Nonprofit Organizations	3	REC 220	Intro to Human Service Nonprofit Organizations	3
REC 235	Outdoor Recreation Activities	3	REC 235	Outdoor Recreation Activities	3
REC 320	Recreation Seminar	3			
REC 322	Recreation Activity Facilitation	3	REC 322	Recreation Activity Facilitation	3
REC 326	Church Recreation	3	REC 326	Church Recreation	3
REC 328	Inclusive Recreation	3	REC 328	Inclusive Recreation	3
REC 330	Foundations of Outdoor Recreation	3	REC 330	Foundations of Outdoor Recreation	3
REC 332	Outdoor Education	3	REC 332	Outdoor Education	3
REC 335	Outdoor Skills - Land	3	REC 335	Outdoor Skills - Land	3
REC 337	Outdoor Skills - Water	3	REC 337	Outdoor Skills - Water	3
REC 420	Commercial Recreation and Tourism	3	REC 420	Commercial Recreation and Tourism	3
REC 422	Campus Recreation	3	REC 422	Campus Recreation	3
REC 424	Camp and Conference Center Administration	3	REC 424	Camp and Conference Center Administration	3
REC 426	Facility Planning and Design	3	REC 426	Facility Planning and Design	3
REC 428	Community Centers and Playgrounds	3	REC 428	Community Centers and Playgrounds	3
REC 430	Recreation Resource Management	3	REC 430	Recreation Resource Management	3
REC	Environmental Interpretation	3	REC	Environmental Interpretation	3

434			434		
REC 435	Outdoor Expedition Planning	3	REC 435	Outdoor Expedition Planning	3
REC 437	Outdoor Leadership Expedition	3	REC 437	Outdoor Leadership Expedition	3
			REC 439	Challenge Course Facilitation	3
REC 482	Recreation Workshop	3	REC 482	Recreation Workshop	3
REC 484	Advanced Studies in Recreation	3	REC 484	Advanced Studies in Recreation	3
REC 494	American Humanities Management Institute	1	REC 494	American Humanities Management Institute	1
REC 496	American Humanities Internship	6	REC 496	American Humanities Internship	6

4. Rationale for the proposed program change:

Moving REC 320 Recreation Seminar from Major Elective to Required Course in the Major. During conversations with several professionals in the recreation administration field, we have been informed that several of our graduating seniors and recent graduates have not learned appropriate career development skills, such as creating a professional resume and cover letter and answering interview questions effectively. One of our major elective courses, REC 320 Recreation Seminar, addresses these topics. Students enrolled in this course during the past three years have suggested that it be a required course.

Increasing Required Courses in Major hours and decreasing Major Elective hours. It was our intention to keep our total major hours at 48 to allow for the recent change to matriculation at 120 credit hours. This still allows students some flexibility in their choice of general electives and to choose a minor if desired. They also still have the opportunity to delve deeper into an interest area in the major by selecting 12 hours of major electives.

REC 439 Challenge Course Facilitation is a new course that should be added to the list of Major Electives.

5. Proposed term for implementation and special provisions: Fall 2009

6. Dates of prior committee approvals:

Physical Education & Recreation Department: 2/20/09

CHHS Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Program Inventory Form

**College of Health and Human Services
Department of Physical Education and Recreation
Proposal to Revise a Program
(Action Item)**

Contact Person: Scott Lyons, scott.lyons@wku.edu, 745-6035

1. Identification of program:

- 1.1 Current program reference number: 554
- 1.2 Current program title: Exercise Science
- 1.3 Credit hours: 53

2. Identification of the proposed program changes:

- EXS 313 will replace PE 313.
- EXS 420 and 436 will now be required.
- Upper-level major elective hours reduced from 12 hours to 6 hours.
- Drop SOCL 342 from accepted electives.
- Add PH 383 and PHIL 322 as program electives.
- SPM 200 was initially PE 440, and when the number was revised this course was not removed as an upper elective in the EXS program.
- Total hours required for program increases from 53 to 55.

3. Detailed program description:

Current Description	Proposed Description
<p>WKU Catalog (08-09) page 260: The major in exercise science (reference number 554) requires 53 semester hours and leads to a Bachelor of Science degree (53 was approved in Nov UCC)...</p> <p>Students must complete the following courses: EXS 223, 296, 311, 325, 412, 446, 496, PE 122, 312, 313, CFS 111, SFTY 171, 12 credit hours of approved upper-level electives from EXS 420, 455, 425, 485, PE 456, SOCL 324, CFS 364, 368, PSY 340, SPM 200. (Differences in the WKU 08-09 catalog: 1) EXS 446 was listed as an elective – it should not have been, as it is a requirement. 2) PE 324 was modified to EXS 324 in Nov UCC meeting)</p>	<p>WKU Catalog (08-09) page 260: The major in exercise science (reference number 554) requires 55 semester hours and leads to a Bachelor of Science degree...</p> <p>Students must complete the following courses: EXS 223, 296, 311, 313, 324, 325, 412, 420, 436, 446, 496, PE 122, 312, CFS 111, SFTY 171, 6 credit hours of approved upper-level electives from EXS 455, 425, 485, PE 456, CFS 364, 368, PSY 340, PH 383, and PHIL 322, or electives as approved in consultation with department advisor.</p>

Current Program	Proposed Program
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	Required	41 hrs		Required	49 hrs
Hrs	Course	Title	Hrs	Course	Title
3	PE 122	Found of PE	3	PE 122	Found of PE
3	EXS 223	HRF-Ex Sci	3	EXS 223	HRF-Ex Sci
3	EXS 296	Prac in Ex Sci	3	EXS 296	Prac in Ex Sci
3	EXS 311	Ex Phys	3	EXS 311	Ex Phys
3	PE 312	Basic Ath Train	3	PE 312	Basic Ath Train
2	PE 313	Motor Dev	3	EXS 313	Motor Learning/Control
3	EXS 324	Meas and Eval	3	EXS 324	Meas and Eval
3	EXS 325	Applied Ex Phys	3	EXS 325	Applied Ex Phys
4	EXS 412	Fitness Prog	4	EXS 412	Fitness Prog
			4	EXS 420	Clin Ex Phys
			3	EXS 436	Prin of Str/Cond
4	EXS 446	Biomechanics	4	EXS 446	Biomechanics
6	EXS 496	Intern in Ex Sci	6	EXS 496	Intern in Ex Sci
3	CFS 111	Human Nutrition	3	CFS 111	Human Nutrition
1	SFTY 171	Safety and First Aid	1	SFTY 171	Safety and First Aid
	Electives	12 hrs		Electives	6 hrs
Hrs	Course	Title	Hrs	Course	Title
4	EXS 420	Clin Ex Phys	3	EXS 425	Ex Bioenergetics
3	EXS 425	Ex Bioenergetics	3	EXS 455	Ex and Aging
3	EXS 436	Prin of Str/Cond	3	EXS 485	Study Abroad
3	EXS 455	Ex and Aging	3	PH 383	Health Sci Biostats
3	EXS 485	Study Abroad	3	PH 402	Work Health Promo
3	PH 383	Health Sci Biostats	3	PHIL 322	Biomed Ethics
3	PH 402	Work Health Promo	3	PE 456	Ind Study
3	PHIL 322	Biomed Ethics	3	SOCL 324	Soc of Sport
3	PE 456	Ind Study	3	PSY 340	Sport Psych
3	SOCL 324	Soc of Sport	3	CFS 364	Sports Nutrition
3	SOCL 342	Aging in Society	3	CFS 368	Diet and Herb Supp
3	PSY 340	Sport Psych			
3	CFS 364	Sports Nutrition			
3	CFS 368	Diet and Herb Supp			
	Total Hours	53		Total Hours	55

4. Rationale for the proposed program change: These changes are revisions to the Exercise Science major that was established during the 2006-07 academic year. The change of PE 313 to EXS 313 completes the distinction between Exercise Science and Physical Education/Teacher Education. The addition of EXS 420 and EXS 436 to the list of requirements is so our students can be completely exposed to and prepared for the diverse job opportunities within our field. The EXS 420 class will also provide the knowledge for students to successfully complete the ACSM Clinical Exercise Specialist certification and the EXS 436 class will provide content for the NSCA Certified Strength and Conditioning Specialist certification. Also, both of these classes have been very popular with the students when offered. SOCL 342 is being dropped as there is virtually no “exercise science” component to this course. PH 383 and PHIL 322 are being added as they are often prerequisites for students planning to attend physical therapy school.

5. Proposed term for implementation and special provisions: Fall 2009

6. Dates of prior committee approvals:

PE/Rec Department:	2/19/09
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: February 13, 2009

**College of Health and Human Services
School of Nursing
Proposal to Revise a Program
Action Item**

Contact Person: Mary Bennett, mary.bennett@wku.edu , 5-3590

1. Identification of program:

- 1.1 Current program reference number: 586
- 1.2 Current program title: Bachelor of Science in Nursing (BSN)
- 1.3 Credit hours: 122 credit hours

2. Identification of the proposed program changes:

- Revision of program from 130 credit hours to a minimum of 122 credit hours
- Separation of courses into clinical and didactic components: NURS 309 into NURS 335 and NURS 336; NURS 313 into NURS 333 and NURS 334; NURS 328 into NURS 341 and NURS 342; NURS 316 into NURS 343 and NURS 344; NURS 428 into NURS 432 and NURS 433; NURS 414 into NURS 444 and NURS 445; NURS 426 into NURS 448 and NURS 449.
- Proposal of new course: NURS 337 to replace NURS 325
- Proposal of new course: NURS 403 to replace NURS 400 and NURS 408. NURS 403 will be taught in the last semester of the nursing program.
- Proposal of new course: NURS 329 and NURS 429 to replace NURS 315
- Proposal of new course NURS 324 to replace NURS 300
- Proposal of new course NURS 413 to replace NURS 412
- Proposal of new course NURS 338 to replace NURS 321
- Delete as nursing program prerequisites PSY 100, SOCL 100, and ECON 150 or ECON 202.
- Change UC 175 from required nursing program prerequisite to recommended nursing program prerequisite.
- Add CHHS 175 and NURS 102 as recommended nursing program prerequisites.
- Add AH 290 as a required nursing program prerequisite.
- Decrease the number of required nursing program prerequisites from 66 credit hours to 60 credit hours.
- Decrease the number of required nursing courses from 64 credit hours to 62 credit hours.
- Change preadmission requirements as follows: Submit completed application to School of Nursing by January 15th for Fall admission instead of February 1st and by July 15th for spring admission instead of September 1st. Add that students may be asked to participate in a preadmission interview and/or testing.
- Require students to successfully complete BIOL 131 and 231 within five years of application to the nursing program or pass a challenge exam.

3. Detailed program description:

Current Program	Proposed Program
Program Description (page 254 of WKU catalog)	New Program Description
<p>...The program consists of eight semesters of course work in sciences, general education and nursing totaling 130 credit hours. Please note, the nursing curriculum contains a number of weekly clinical hours not currently reflected by the university credit hours system. For example, NURS 328, a 6 credit hour class, consists of 3 weekly lecture hours, plus 9 weekly clinical hours. Clinical hours are scheduled to meet clinical agency needs. ...</p> <p>Applicants seeking admission to the prelicensure baccalaureate program must:</p> <ol style="list-style-type: none"> 1. Be admitted to Western Kentucky University. 2. Complete all designated prerequisite courses. 3. Have a cumulative grade point average of 2.75 or above for college level courses. 4. Have attained a minimum of a “C” in all required science courses. 5. Submit application to the School of Nursing by February 1 for fall semester admission or September 1 for spring semester admission 	<p>...The program consists of eight semesters of course work in sciences, general education and nursing totaling a minimum of 122 credit hours. Clinical hours are scheduled to meet clinical agency needs. ...</p> <p>Applicants seeking admission to the prelicensure baccalaureate program must:</p> <ol style="list-style-type: none"> 1. Be admitted to Western Kentucky University. 2. Complete all designated prerequisite courses. 3. Have a cumulative grade point average of 2.75 or above for college level courses. 4. Have attained a minimum of a “C” in all required science courses. Anatomy and Physiology must have been completed no more than 5 years prior to application to the nursing program. Students who have obtained a minimum grade of “C” in Anatomy and Physiology more than 5 years prior to application to the nursing program must either retake the courses, or demonstrate current competency by passing a challenge exam prior to application to the nursing program. 5. Submit application to the School of Nursing by January 15 for fall semester admission or July 15 for

	spring semester admission. 6. Students may be asked to participate in a preadmission interview and/or testing.
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Current Program				Proposed Program			
NURS	300	Concepts of Disease Processes	3	NURS	324	Pathophysiology for Nursing	3
	309	Health Assessment Across the Lifespan	3		335	Health Assessment	3
					336	Health Assessment Lab	1
	313	Fundamentals of Professional Nursing	5		333	Fundamentals of Nursing	3
					334	Clinical: Fundamentals of Nursing	2
	325	Health Promotion Across the Lifespan	5		337	Health Promotion	3
	315	Concepts of Pharmacology	3		329	Concepts in Pharmacology I	2
					429	Concepts in Pharmacology II	2
	321	Transcultural Nursing	2		338	Transcultural Nursing: Concepts and Applications	2
	328	Medical-Surgical Nursing I: Health Alterations Across the Lifespan	6		341	Medical-Surgical Nursing I	3
					342	Clinical: Med-Surg Nursing I	3
	316	Mental Health Nursing: Health Alterations Across the Lifespan	3		343	Mental Health Nursing	2
					344	Clinical: Mental Health Nursing	1
	412	Introduction to Nursing Research	3		413	Nursing Research & Evidence-Based Practice	3
	429	Medical-Surgical Nursing II: Health Alterations Across the Lifespan	5		432	Medical-Surgical Nursing II	3

					433	Clinical: Med-Surg Nursing II	2
	414	Nursing Care of Women, Infants, and Children	6		444	Maternal Child Nursing	4
					445	Clinical: Maternal Child Nursing	2
	400	Nursing Leadership and Management	3		403	Nursing Leadership, Management, & Professional Issues	4
	408	Professional Issues	3				
	421	High Acuity Nursing	3		421	High Acuity Nursing	3
	422	Senior Practicum	3		422	Senior Practicum	3
	426	Public Health Nursing	5		448	Community Health Nursing	3
					449	Clinical: Community Health Nursing	2
		Nursing Elective	3			Nursing Elective	3
		Total Credits	6			Total Credits	6
			4				2

4. Rationale for the proposed program change:

- The program was revised from 130 credit hours to 122 credit hours with the number of required nursing hours being reduced from 64 credit hours to 62 credit hours and the number of required nursing prerequisites was reduced from 66 credit hours to 60 credit hours. The CPE has requested that all Kentucky public universities consider establishing 120 credit hours as the minimum requirement for a baccalaureate degree. The Provost's adhoc committee concluded that the minimum number of hours could be reduced from 128 to 120 without sacrificing the quality of a WKU baccalaureate degree.
- Separating the didactic and clinical components of nursing courses more accurately reflects student course load and faculty teaching load. In separating the didactic and clinical components of NURS 309, one hour was added to the didactic component NURS 335 due to the complexity of health assessment.
- In plans for separating the didactic and clinical components of NURS 325, the credit hours for the didactic component were decreased from 4 credit hours to 3 credit hours (NURS 337) and the clinical component was eliminated. Review of the course content indicated that topics not directly relevant to health promotion could be removed without impacting course objectives. Student comments and faculty review of the clinical component revealed significant overlap with NURS 426, Public Health nursing clinical. Therefore, elimination of this clinical component could save credit hours without reducing program effectiveness.
- NURS 400 and NURS 408 course content were combined into one course, NURS 403, and the credit hours were decreased from 6 credit hours to 4 credit hours. Based on feedback from students and input from the course faculty, it was determined that

- the course contents (leadership and management; professional issues) could be addressed more effectively if combined into one course. In addition, because similar topics had been addressed in each course, such as ethics and healthcare, use of resources, and nursing/management theories, combining the courses will also allow the nursing curriculum to reduce the combined class by 2 credit hours. NURS 403 will be taught in the last semester of the nursing program. As students prepare for professional practice in their last semester, they are more able to see the applicability and relevance of the course content.
- NURS 315 includes introductory and advanced concepts of pharmacology. These advanced concepts are being introduced before students have had the opportunity to administer medications in the clinical setting and before they have received didactic instruction pertaining to advanced nursing concepts. The proposed courses, NURS 329 and NURS 429 will introduce pharmacology concepts that correlate to the students' current nursing knowledge. The proposed courses will allow the students to apply the introductory pharmacology concepts to medical-surgical nursing I and mental health nursing, and to apply advanced pharmacology concepts to medical-surgical nursing II and to the care of women, infants, and children.
 - Because UC 175 is no longer a University requirement, UC 175 was changed from a required nursing program prerequisite to a recommended nursing program prerequisite. To better inform student about health careers, CHHS 175 and NURS 102 were added as recommended nursing program prerequisites.
 - AH 290 was added as a nursing program prerequisite to better prepare students for the terminology employed in subsequent nursing courses.
 - The preadmission application deadlines were changed to separate the major admissions processing for the pre-licensure program from the major admissions processing for the Post-RN and MSN programs. Our office staff cannot process all of the forms and create files in time to get all of the admission folders ready for review. The new deadlines will also allow the admissions committee more time to interview the student applicants so admission letters can be processed before students need to register for the next semester. Possible participation in a preadmission interview was added to the preadmission application process to gain additional insight into the qualifications of prospective students.
 - Anatomy and Physiology are critical support courses for NCLEX success. Students who have had these classes a significant period of time prior to admission to the nursing program tend to have problems in several nursing courses and also have more difficulty on NCLEX. Requiring students to either retake the courses or demonstrate their current ability in these courses will help ensure student success. Requiring all sciences to be completed within a given time frame is a common practice for nursing programs. We are being more generous than most by only requiring A&P to be relatively current, and by allowing students with older coursework to take a challenge exam. However, we are requiring coursework to be within the last 5 years, while many programs give 7-10 years as their requirement. Since we feel that A&P is the most important support sciences for our students, we think this compromise is appropriate.

5. Proposed term for implementation: Fall 2009

6. Dates of prior committee approvals:

School of Nursing 2/6/2009

CHHS Undergraduate Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Program Inventory Form

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

Contact Person: M. Susan Jones, PhD, RN, CNE, Susan.Jones@wku.edu, 270-745-3213

1. Identification of program:

- 1.1 Current program reference number: 596
- 1.2 Current program title: Bachelor of Science in Nursing-Post RN Program
- 1.3 Credit hours: 128

2. Identification of the proposed program changes:

- Reduce the number of credit hours in the Post RN/BSN program of study from 128 to 125.
- Drop Psychology 100 and Sociology 100 as required Category C courses.
- Psychology 199 will be moved from a required elective course to a required Category C course. Students may select one additional course other than in the discipline of psychology to fulfill the Category C general education requirement.

3. Detailed program description:

Current	Proposed
<p>The Bachelor of Science in Nursing program (reference 596) is designed for registered nurse (RN students. RN's seeking admission to the Post-RN program must:</p> <ol style="list-style-type: none">1. Be admitted to Western Kentucky University.2. Have RN licensure or have applied for RN licensure. Students admitted pending NCLEX will be permitted to enroll in N323 and any nursing course allowed to be challenged (N300, N309, &N315) and/or the nursing elective. If unsuccessful on the NCLEX, the student will not be allowed to take any additional nursing courses other than those previously noted.3. Have an associate degree in Nursing or if the applicant is a diploma graduate, he/she is required to pass the NLN Acceleration Challenge Exams (ACE) or PEP exam to validate prior course	<p>The Bachelor of Science in Nursing program (reference 596) is designed for registered nurse (RN students. RN's seeking admission to the Post-RN program must:</p> <ol style="list-style-type: none">1. Be admitted to Western Kentucky University.2. Have RN licensure or have applied for RN licensure. Students admitted pending NCLEX will be permitted to enroll in N323 and any nursing course allowed to be challenged (N300, N309, &N315) and/or the nursing elective. If unsuccessful on the NCLEX, the student will not be allowed to take any additional nursing courses other than those previously noted.3. Have an associate degree in Nursing or if the applicant is a diploma graduate, he/she is required to pass the NLN Acceleration Challenge Exams (ACE) or PEP exam to validate prior course

work. Students who successfully pass the exams will have 31 lower division nursing credits accepted toward a baccalaureate degree. 4. Have a minimum of “C” in all science courses. 5. Documentation on transcript of completion of the following courses or equivalent courses: CHEM 109; BIOL 131, 207, 208; PSY 100 , 199; SOCL 100 ; CFS 111.	work. Students who successfully pass the exams will have 31 lower division nursing credits accepted toward a baccalaureate degree. 4. Have a minimum of “C” in all science courses. 5. Documentation on transcript completion of the following courses or equivalent courses: CHEM 109; BIOL 131, 207, 208; PSY 199; CFS 111.
Psychology 199 (required general elective)	Psychology 199 required Category C
Sociology 100 (required Category C course)	Select another course in Category C
Psychology 100 (required Category C course)	
Total hours 128	Total hours 125

4. Rationale for the proposed program change:

The rationale for the change is to reduce the number of credit hours in the Post RN/BSN program (# 596). Basic psychosocial concepts are taught in psychiatric nursing course. In addition, many nursing programs do not require these courses as part of their required support courses. For example, Psychology 100 is no longer a required course in the Associate Degree Nursing curriculum at WKU. Also, Sociology 100 is not required in the KCTCS Associate Degree Nursing curricula.

5. Proposed term for implementation: Fall, 2009

6. Dates of prior committee approvals:

School of Nursing:	<u>February 27, 2009</u>
CHHS Undergraduate Curriculum Committee	<u>3/4/09</u>
Undergraduate Curriculum Committee	March 26, 2009
University Senate	_____

Attachment: Program Inventory Form

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

Contact Person: Lynn Austin, lynn.austin@wku.edu, 5-3827

1. Identification of program:

- 1.1 Current program reference number: 524
- 1.2 Current program title: Dental Hygiene
- 1.3 Credit hours: 128/130

2. Identification of the proposed program changes: Following the Board of Regents' approval of the 120 hour Baccalaureate degree, we propose implementing the following changes:

- Drop MGT 200 from course requirements
- Drop CS 145 from course requirements

3. Detailed program description:

Current Program	Proposed Program – Non-Education Track	Proposed Program – Education Track
A major in dental hygiene (reference number 524) requires a minimum of 130 semester hours (128 for the non Educational track) and leads to a Bachelor of Science degree. The curriculum may be completed in eight semesters and one summer term within four years. Requirements are outlined below:	A major in dental hygiene (reference number 524) requires a minimum of 122 semester hours and leads to a Bachelor of Science degree. The curriculum may be completed in eight semesters and one summer term within four years. Requirements are outlined below:	A major in dental hygiene (reference number 524) requires a minimum of 127 semester hours and leads to a Bachelor of Science degree. The curriculum may be completed in eight semesters and one summer term within four years. Requirements are outlined below:
CS 141 currently required for both tracks	CS 141 not required	CS 141 not required
MGT 200 required for non-education Track	MGT 200 not required	
Total Hours: non-Ed track: 128 Total Hours Ed Track: 130	Total Hours: non-Ed track 122	Total Hours Ed Track: 127

4. Rationale for the proposed program change:

In order to more closely align with WKU's adoption of a 120 hour minimum Bachelor's degree, we believe it is appropriate to drop the requirements of MGT 200 and CS 145. Neither of these courses is required by the Commission on Dental Accreditation. Additionally, HCA 340 provides necessary management skills more appropriate for our students.

5. Proposed term for implementation and special provisions: Fall 2009

6. Dates of prior committee approvals:

Allied Health Department/Division: February 2, 2009

CHHS Curriculum Committee 3/4/09

Undergraduate Curriculum Committee March 26, 2009

University Senate _____

Attachment: Program Inventory Form

**College of Health and Human Services
Department of Social Work
Proposal to Create a New Academic Degree Type
(Action Item)**

Contact Person: Susan Wesley, susan.wesley@wku.edu, 745-5313

1 Identification of Academic Degree Type:

- 1.1 Academic degree type name: Bachelor of Social Work
- 1.2 Standard degree type abbreviation: BSW
- 1.3 Catalog description of academic degree type: BSW (Bachelor of Social Work) is the entry-level degree for professional social work practice in a wide variety of social welfare and human service positions. BSW's possess the essential knowledge, skills, and professional values to practice with competence and integrity as generalist social workers.

2 Rationale:

- 2.1 Reason for developing the proposed academic degree type: Both students and graduates have repeatedly raised this as a concern: their diploma does not reflect the degree title that is commonly awarded in undergraduate social work education, i.e., the BSW. This change would address the concern of students and, in the opinion of the faculty, more accurately depict the degree that is being awarded.
- 2.2 Document need for academic degree type for professional certification, program accreditation, licensure, career advancement, and/or higher education in the academic field: The Council on Social Work Education and the National Association of Social Workers both recognize the bachelor's in social work as well as the bachelor of science and the bachelor of arts with a major in social work. However, the number and variety of universities awarding the BSW (reference section 2.3 in this document) attests to the well-recognized practice of awarding the BSW or BASW.
- 2.3 List other universities in Kentucky and in other states (including programs at benchmark institutions) offering this academic degree type:

KY programs	Degree – KY	Benchmark Institutions	Degree - BIs
EKU	BSW	Ball State U	BSW
MSU	BSW	California State -Chico	BSW
MuSU	BSW	California State - Fresno	BASW
NKU	BSW	U of Central Missouri	BSW
UK	BASW	Easter Illinois U	N/A
U of L	BSW	Eastern Michigan U	BSW
		Florida Atlantic	BSW
Private:		Indian State U	BSW
Asbury	BASW	Middle TN State U	BSW

Brescia	BSW	Missouri State U	BSW
Campbellsville	BSW	Montclair State U	N/A
KY Christian	BSW	Northern Arizona U	BSW
Spalding	BSSW	Oakland U	BSW
		Stephen F. Austin State U	BSW
		Towson U	N/A
		U of Northern Iowa	BASW
		Western Illinois U	BSW
		Youngtown State U	BSW

- 2.4 Evidence that this academic degree type is recognized by relevant professional organization(s), regional accreditor(s), and/or the Department of Education: The Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW) recognize the BSW (Bachelor of Social Work).
- 2.5 Relationship of the proposed degree type to other academic degree types now offered by the university: The Department of Social Work offers the MSW (Master of Social Work) degree.
- 2.6 Current WKU major(s) qualifying for this degree type: social work
- 2.7 Projected number of annual graduates in the proposed degree type: 30-40 annually

3 Proposed term for implementation: Summer 2009

4 Dates of prior committee approvals:

Social Work Department:	<u>12/5/08</u>
CHHS Undergraduate Curriculum Committee	1/6/2009 and 3/4/2009 (new format)
Consultation with CPE through Provost's Office	<u>3/6/2009</u>
Undergraduate Curriculum Committee	<u>3/26/2009</u>
University Senate	_____
Board of Regents	_____