UNDERGRADUATE CURRICULUM COMMITTEE
WESTERN KENTUCKY UNIVERSITY

REPORT TO THE UNIVERSITY SENATE:

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

The Undergraduate Curriculum Committee submits the following items from the August 20, 2009, meeting for approval by the University Senate:

Information Item: (page 2)

1. OCSE: CS 335, Data Mining and Applications

Consent Agenda: (page 4)

1. OCSE: GEOG 419, GIS Application Development (page
2. BGCC: FINC 161C, Personal Finance

Action Agenda: (page 6)

1. BGCC: REF#291, Office Systems Technology
2. CEBS: EDU 491, Practicum for Teacher Candidates
   REF #579, Middle Grades Education
3. OCSE: HORT 330, Wedding Floral Design
   MATH 126, Calculus and Analytic Geometry I
   MATH 227, Calculus and Analytic Geometry II
   REF #728, Bachelor of Arts in Mathematics
   REF #528, Bachelor of Arts in Mathematics

Proposal Date: April 3, 2009

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

Contact Person: Huanjing Wang, huanjing.wang@wku.edu, 745-2672
Zhonghang Xia, zhonghang.xia@wku.edu, 745-6459

1. Identification of proposed course

1.1 Course prefix (subject area) and number: CS 335
1.2 Course title: Data Mining and Applications
1.3 Abbreviated course title: Data Mining and Applications
1.4 Credit hours: 3
1.5 Schedule type: L
1.6 Prerequisites: CS 241 and MATH 126
1.7 Course description: Fundamentals of data mining and knowledge discovery including: knowledge representation, association analysis, clustering, classification, anomaly detection and visualization.

2. Rationale

2.1 Reason for offering this course on a temporary basis:
Data Mining is an important emerging research and application area of Computer Science. Data mining is the process of extraction of implicit, previously unknown and potentially useful information from data. This course is proposed for a trial basis.

2.2 Relationship of the proposed course to courses offered in other academic units:
No other departments offer a course in data mining.

3. Description of proposed course

3.1 Course content outline

Introduction
Data preparation
Introduction to the WEKA software
Classification
- Decision-tree induction
- Nearest-neighbor classifiers
- Bayesian classifiers
- Neural networks
- Support vector machines

Association Analysis
- Frequent itemset generation
- Compact representation of a frequent itemset

- FP-growth algorithm

Cluster Analysis
- K-means
- Agglomerative hierarchical clustering
- Cluster evaluation

Anomaly Detection
- Preliminaries
- Proximity-based outlier detection
- Density-based outlier detection

Case studies

3.2 Tentative text(s)

Introduction to Data Mining
Pang-Ning Tan, Michael Steinbach, and Vipin Kumar
Addison Wesley, 2006
ISBN 0-321-32136-7

Data Mining: Practical Machine Learning Tools and Techniques, 2nd ed
Ian M. Witten and Eibe Frank
Morgan Kaufmann, 2005
ISBN: 0-12-088407-0

4. Term of Implementation: Spring 2010

5. Dates of review/approvals:

Computer Science Division: 4/24/2009

Department of Mathematics and Computer Science 4/24/2009

OCSE Curriculum Committee 5/7/2009

UCC Chair _____

Provost: _____

Attachment: Course Inventory Form

Proposal Date: 4/06/2009

Department of Geography and Geology
Odgen College of Science And Engineering
Proposal to Revise Course Title
(Consent Item)

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

1. Identification of course:

1.1 Current course prefix (subject area) and number: GEOG 419
1.2 Current course title: GIS Application Development
1.3 Credit hours: 3

2. Proposed course title: GIS Applications Development

3. Proposed abbreviated course title: GIS Applications Development

4. Rationale for the revision of course title:
"GIS Applications Development" is the more commonly used title for this course that covers GIS customization and programming. The 's' was erroneously omitted from the original course proposal.

5. Proposed term for implementation: Fall 2009

6. Dates of prior committee approvals:

Geography and Geology Department	4/10/2009
OCSE Curriculum Committee	5/7/2009
Undergraduate Curriculum Committee	8/20/09
University Senate	

Proposal Date: 4/29/09

Bowling Green Community
Department of Business
Proposal to Create a Community College Equivalent Course
(Consent Item)

Contact Person: Mark.Staynings@wku.edu 780-2555

1. Identification of course:

1.1 Current course prefix FIN 161
1.2 Course title: Personal Finance
1.3 Credit hours: 3

2. Identification of proposed Community College course:

2.1 Community College number: FINC 161C
2.2 Community College title: Personal Finance
2.3 Credit hours: 3

3. Proposed term for implementation: Spring 2010

4. Dates of prior committee approvals:

Business Division:	6/30/09
BGCC Curriculum Committee:	7/02/09
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	8/20/09
University Senate	

Attachment: Course Inventory Form

Proposal Date: 5.6.2009

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

Contact Person(s): Freda Mays, 780-2541, freda.mays@wku.edu.
Linda Todd, 780-2547, linda.todd@wku.edu

1. Identification of program:

1.1 Current program reference number: 291
1.2 Current program title: Office Systems Technology
1.3 Credit hours: 64

2. Identification of the proposed program changes: Reduce hours in program from 64 credit hours to 60 credit hours.

3. Detailed program description: Office Systems Technologies #291

Current Program			**Proposed Program**		
Three of the following:			Three of the following:		
OST 101C	Keyboarding		OST 101C	Keyboarding	
OST 220C	Word Processing		OST 220C	Word Processing	
OST 221C	Desktop Publishing		OST 221C	Desktop Publishing	
OST 221C	Adv. DP		OST 221C	Adv. DP	
		9 hours			9 hours
OST 217C	Transcription	3 hours	OST 217C	Transcription	3 hours
OST 225C	Records & Inf. Mgt.	3 hours	OST 225C	Records & Inf. Mgt.	3 hours
OST 255C	Office Adm.	3 hours	OST 255C	Office Adm.	3 hours
BUS 110C/	Basic Accounting or		BUS 110C/	Basic Accounting or	
ACC 200C	Accounting – Financial	3 hours	ACC 200C	Accounting - Financial	3 hours
BUS 214C	Business Comm.	3 hours	BUS 214C	Business Comm.	3 hours
BUS 248C	Supervisory Mgt.	3 hours	BUS 248C	Supervisory Mgt.	3 hours
CSCI 145C	Intro to Computing	3 hours	CSCI 145C	Intro to Computing	.3 hours
INS 270C	Electronic Spreadsheets	3 hours	INS 270C	Electronic Spreadsheets	3 hours
Business Electives		6 hours	Business Electives		6 hours
		Subtotal: 39 hour			Subtotal: 39 hours

Current General Education: 25 hours	**Proposed General Education: 21 hours**
Category A ENGL 100C Intro to College Writing 3 hours COMN 161C Bus. & Prof. Spk. 3 hours Category B Humanities Elective 3 hours Category C Elective 3 hours ECO 150C Intro. to Economics 3 hours Category D - Math 109C - General Math or MATH 116C – College Algebra 3 hours Any two areas categories A, B, C, D, or E 7 hours Subtotal: 25 hours	Category A ENGL 100C Intro to College Writing 3 hours COMN 161C Bus. & Prof. Spk. 3 hours Category B Humanities Elective 3 hours Category C Elective 3 hours ECO 150C Intro. To Economics 3 hours Category D - Math 109C - General Math or MATH 116C – College Algebra 3 hours **Electives 3 hours** **Subtotal: 21 hours**
Total Hours in Program : 64 hours	**Total Hours in Program: 60 hours**

4. Rationale for the proposed program change: Necessary to reflect other changes in Business Division and to be similar to other programs within the division

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

6. Dates of prior committee approvals:

Business Division:	4/15/09
BGCC Curriculum Committee	6/30/09
Undergraduate Curriculum Committee	8/20/09
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: 04/15/2009

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

Contact Person: Kay Gandy, kay.gandy@wku.edu, 5-2991

1. Identification of proposed course:

1.1 Course prefix (subject area) and number: EDU 491
1.2 Course title: Practicum for Teacher Candidates
1.3 Abbreviated course title: Practicum for Teacher Candidates
1.4 Credit hours and contact hours: 1 hour
1.5 Type of course: (P) Supervised Practical Experience
1.6 Prerequisites: Department Head recommendation, instructor permission
1.7 Course catalog listing: Development of knowledge and skills required of teacher candidates. Grading is pass/fail. Identified students must take EDU 491 in the term (Winter or May) immediately following the student teaching semester and EDU 489.

2. Rationale:

2.1 Reason for developing the proposed course: The Professional Education Council plan for matriculation of teacher candidates includes a requirement that students must earn a C or higher grade in EDU 489 with a holistic score of 2+ on the Teacher Work sample (TWS). The TWS is the capstone senior project for education majors. As yet there is no remediation plan in effect for teacher candidates who do not meet these requirements. This remedial course is designed for undergraduate students in education leading to initial certification. Presently no such course exists in this undergraduate program. This course is designed for students who score below a Level 2 on the Teacher Work Sample (TWS), who have extenuating circumstances preventing the completion of the TWS, who have extensive absences, or who have earned below a C average for EDU 489. Students who meet any of these criteria will receive a grade of X (incomplete) in EDU 489, pending satisfactory completion of the proposed EDU 491. Students who receive a passing grade in EDU 491 will receive in EDU 489 a grade of B or C, depending on the quality of work with the Teacher Work Sample. Students who do not pass EDU 491 will receive a grade of D in EDU 489 and will be required to repeat it.

2.2 Projected enrollment in the proposed course: It is estimated that two to five students will be required to enroll in this course during either the winter or May terms. At least two students each semester have not scored at the passing criterion on the TWS; however, up till now there has been no remediation plan in effect.

2.3 Relationship of the proposed course to courses now offered by the department: This course is directly related to EDU 489 Student Teaching Seminar. If students do not successfully complete their senior capstone project (TWS), then they will be required to take the proposed course. Students will be given a completely different school setting than the student teaching setting and must write a new TWS. The proposed course will meet the objectives of the Professional Education Council that teacher candidates complete satisfactory TWS projects as a condition for program completion and eligibility for a recommendation for teacher certification.

2.4 Relationship of the proposed course to courses offered in other departments: The proposed course is similar in intent to other courses designed to address skills deficits, facilitate program completion, and help students succeed academically. For example, "enhanced" sections of ENG 100 and MATH 116 have been developed to provide additional instruction for students identified as needing that additional instruction. However, there are several differences between the proposed course and the enhanced sections of ENG 100 and MATH 116. First, the proposed course provides remedial assistance for students at the end of their academic program rather than at the beginning. Second, although students who need the enhanced mathematics and English courses are identified prior to enrollment in those courses, students in EDU 491 will be identified at the completion of EDU 489 and the student teaching experience. The students will take EDU 491 following EDU 489, rather than concurrently. Third, students in EDU 491 will receive one hour of credit, which is not available to students in ENG 100 and MATH 116. However, the additional credit is justified by the fact that EDU 491 students will have to prepare new Teacher Work Samples (a significant amount of work) based on field experiences in different settings from their student teaching settings. Finally, EDU 491 is designed to be offered only in the three-week terms (Winter and May) following the fall and spring semesters when student teaching occurs. This design will allow students the opportunity to do remediation immediately and thus possibly complete requirements for graduation.

2.5 Relationship of the proposed course to courses offered in other institutions: Other universities that use the Teacher Work Sample as a senior capstone project were contacted about remediation plans for students who score holistically below a Level 2.

California State University: Students must score a Level 2 in each of the seven sections of the TWS and redo each section that does not meet that level.

University of Northern Iowa: Student must write an entirely new TWS the second eight weeks of student teaching if they score below a Level 2.

Idaho State: Student must repeat a minimum of an 8 week block of student-teaching and score a level 2+.

Of the other partners in the Renaissance Project, although each required a Level 2+ score on the TWS, none responded with a formal plan in effect for remediation.

3. Discussion of proposed course:

3.1 Course objectives:

To develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, integrate knowledge and improve personal teaching skills, the candidate will:

- Design/plan viable instruction and learning climates
- Create a dynamic learning climate
- Introduce/implement/manage efficient instruction
- Assess learning and communicate results to students and others
- Reflect on and evaluate specific teaching/learning situations and or programs
- Collaborate with colleagues and others to design, implement, and support learning programs
- Evaluate his/her own performance with respect to modeling and teaching Kentucky's learning goals and implements a personal professional growth plan
- Demonstrate a current and sufficient knowledge of certified content areas
- Use technology to support instruction, access and manage data, enhance professional growth and productivity, communicate with colleagues and others, and conduct research

3.2 Content outline:

This course will include content from the Teacher Work Sample, including, Assessment Plan, Contextual Factors, Design for Instruction, Learning Goals, Instructional Decision Making, Analysis of Student Learning, Reflection and Evaluation

3.3 Student expectations and requirements: Student will be placed in a new school setting and will be required to collect data relevant to that setting. Students will be expected to have a minimum of 100 field hours. Student will successfully complete a Teacher Work Sample by scoring a Level 2+.

3.4 Tentative texts and course materials: none

4. Resources:

4.1 Library resources: none required beyond what is required for EDU 489.

4.2 Computer resources: none required beyond what is required for EDU 489.

5. Budget implications:

5.1 Proposed method of staffing: The course will be taught by faculty in the Department of Curriculum and Instruction. Students will be expected to pay a $100 fee to compensate their supervising classroom teachers.

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

6. Proposed term for implementation: Winter 2010

7. Dates of prior committee approvals:

Department of Curriculum & Instruction	April 17, 2009
Special Instructional Programs	May 13, 2009
CEBS Curriculum Committee	June 2, 2009
Professional Education Council	June 10, 2009
University Curriculum Committee	8/20/09
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 5/13/2009

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:

- Allow students to take LTCY 444 Reading in the Secondary School as an alternative to LTCY 421 Reading in the Middle Grades.
- Delete Mathematics and Science Content Areas from the Middle Grades Program.

3. Detailed program description:

Current Program	Revised Program
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.	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 for teaching English/communications and social studies. The program requires 44 semester hours of general education that should include a biological science course and a physical science course; 40 semester hours of professional education courses (MGE 275, PSY 310, EXED 330, PSY 421 or 422, and LTCY 444 or LTCY 421, MGE 385, 475, 481, 490, EDU 489, and a computer literacy course which must be CS 145, CIS 141, or LME 448); and 24-30 hours in each of two teaching fields: English/communications and social studies. 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

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.		Services, TPH 408, (270) 745-4896. Refer to the School of Teacher Education website for additional information.	
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 LME 448- Technology Applications in Education	3	CS 145- Introduction to Computing OR CIS 141-Basic Computer Literacy OR LME 448- Technology Applications in Education	3
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 OR PSY 422- Adolescent Psychology	3	PSY 421- Psychology of Early Adolescence OR PSY 422- Adolescent Psychology	3
LTCY 421- Reading in the Middle School	3	**LTCY 421- Reading in the Middle School** **OR** **LTCY 444- Reading in the Secondary Grades**	3
One or Two courses: MGE 475-481- Teaching Methods	3-6	MGE 475 Teaching Language Arts MGE 481 Teaching Social Studies	3 3
MGE 385- Middle Grades Teaching Strategies	3	MGE 385- Middle Grades 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**	
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 OR COMM 161- Business and Professional Speaking	3	COMM 145- Fundamentals of Speech Communications OR COMM 161- Business and Professional Speaking	**3**
LME 407- Literature for Young Adults	3	LME 407- Literature for Young Adults	3
Electives(6 hours) ENG 301- Argument and Analysis in Written Discourse ENG 401- Advanced Composition ENG 410- Theories of Rhetoric & Composition	6	*Electives(6 hours)* ENG 301- Argument and Analysis ENG 401- Advanced Composition ENG 410- Comp Theory/Practice in Writing (Prerequisite: ENG 304)	6
Mathematics (2 fields)			
MATH 116- College Algebra **OR** **MATH 118- College Algebra and Trigonometry**	**3 - 5**		
MATH 119- Fundamentals of Calculus **OR** **MATH 126- Calculus and Analytical Geometry I**	**4 – 4.5**		
MATH 203- Statistics	**3**		
MATH 205- Number Systems and Number Theory for Teachers	**3**		
MATH 206- Fundamentals of Geometry for Teachers	**3**		
MATH 308- Rational Numbers and Data Analysis for Teachers	**3**		
MATH 403- Geometry for Elementary/Middle School Teachers	**3**		
MATH 411- Problem Solving for Elementary/Middle School Teachers	**3**		
CS 230- Introduction to Programming	**3**		
Electives (3 hours) **MATH 409- History of Mathematics**	**3**		

MATH 413- Algebra and Technology for Middle Grades Teachers			
Science (2 fields)			
BIOL 120- Biological Concepts: Cells, Metabolism, Genetics **AND** **BIOL 121- Biological Concepts: Cells, Metabolism, and Genetics Labs**	**3/ 1**		
BIOL 122- Biological Concepts: Evolution, Diversity and Ecology **AND** **BIOL 123- Biological Concepts: Evolution, Diversity and Ecology Lab**	**3/ 1**		
GEOL 111- Earth History **AND** **GEOL 113- The Earth Laboratory**	**3/ 1**		
GEOL 112- Earth History **AND** **GEOL 114- Earth History Lab**	**3/ 1**		
ASTR 104- Astronomy of the Solar System **OR** **ASTR 106- Astronomy of Stella Systems** **OR** **ASTR 108- Descriptive Astronomy** **OR** **ASTR 214- General Astronomy** **OR** **ASTR 405- Astronomy for Teachers**	**3**		
PHYS 105- Concepts of the Physical World	**3**		
CHEM 101- Introduction to Chemistry **AND** **CHEM 102- Introduction to Chemistry Laboratory** **OR** **CHEM 105- Fundamentals of General Chemistry**	**3/ 1**		

AND **CHEM 106- Fundamentals of General Chemistry Laboratory**			
Social Studies (2 fields)		**Social Studies**	
HIST 119- Western Civilization to 1648 OR HIST 120- Western Civilization since 1648	3	HIST 119- Western Civilization to 1648 OR HIST 120- Western Civilization since 1648	3
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 Geography	3	GEOG 110- World Regional Geography	3
GEOG 360- Geography of North America	3	GEOG 360- Geography of North America	3
ECON 150- Introduction to Economics OR ECON 202- Principles of Economics (Micro) AND ECON 203- Principles of Economics (Macro)	3	ECON 150- Introduction to Economics OR ECON 202- Principles of Economics (Micro) AND ECON 203- Principles of Economics (Macro)	3
PS 110- American National Government	3	PS 110- American National Government	3
SOCL 100- Introduction to Sociology OR ANTH 120- Introduction to Cultural Anthropology	3	SOCL 100- Introduction to Sociology OR ANTH 120- Introduction to Cultural Anthropology	3
Electives (3 hours) An upper division non-US, non-European history course.	3	*Electives (3 hours)* An upper division non-US, non-European history course.	3
Mathematics (single field)			
MATH 117- Trigonometry **OR** **MATH 118- College Algebra and Trigonometry**	**3 - 5**		
MATH 122- Calculus of a Single Variable I **AND** **MATH 132- Calculus of a Single Variable II**	**6**		

OR **MATH 126- Calculus and Analytical Geometry I AND** **MATH 227- Calculus and Analytical Geometry II**		
MATH 205- Number Systems and Number Theory for Elementary Teachers	**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 **OR** **MATH 203- Statistics**	**3**	
MATH 307- Introduction to Linear Algebra	**3**	
MATH 403- Geometry for Elementary/Middle School Teachers **OR** **MATH 323- Geometry I**	**3**	
MATH 411- Problem Solving for Elementary/Middle School Teachers **MATH 409- History of Mathematics**	**3**	
Science (single field)		
BIOL 120- Biological Concepts: Cells, Metabolism, Genetics AND **BIOL 121- Biological Concepts: Cells, Metabolism, and Genetics Labs**	**3/ 1**	
BIOL 122- Biological Concepts: Evolution, Diversity and Ecology AND **BIOL 123- Biological Concepts: Evolution, Diversity and Ecology Lab**	**3/ 1**	
GEOL 111- Earth History AND	**3/**	

GEOL 113- The Earth Laboratory **GEOL 112- Earth History** **AND** **GEOL 114- Earth History Lab**	**3/ 1**	
GEOG 121- Meteorology	**3**	
ASTR 405- Astronomy for Teachers	**3**	
PHYS 105- Concepts of the Physical World	**3**	
PHYS 410- Physics for Teachers	**3**	
CHEM 101- Introduction to Chemistry **AND** **CHEM 102- Introduction to Chemistry Laboratory**	**3/ 1**	
CHEM 105- Fundamentals of General Chemistry **AND** **CHEM 106- Fundamentals of General Chemistry Laboratory**	**3/ 1**	
ASTR 104- Astronomy of the Solar System **OR** **ASTR 106- Astronomy of Stella Systems** **OR** **ASTR 108- Descriptive Astronomy** **OR** **ASTR 214- General Astronomy**	**3**	
PHYS 475- Selected Topics in Physics	**1-3**	

4. Rationale for the proposed program change:

- Faculty reviewed the content of LTCY 421- Reading in the Middle Grades and LTCY 444 Reading in the Secondary School and determined both are appropriate courses to fill the criteria.
- WKU has received a grant from Exxon/Mobile Foundation through the Mathematics Science Initiative to improve preparation of middle school and secondary mathematics and science teachers. The grant requires replication of a very successful program at the University of Texas, Austin. At WKU the Science Mathematics Education major (SKyTeach) has been approved and students will earn a double major in science or math and education.

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

6. Dates of prior committee approvals:

Department of Curriculum & Instruction:	5/27/2009
CEBS Curriculum Committee	6/2/2009
Professional Education Council	6/10/2009
Undergraduate Curriculum Committee	8/20/09
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: 4/20/09

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

Contact Person: Roger Dennis, roger.dennis@wku.edu, (270)745-3151

1. Identification of proposed course:

1.1 Prefix and number: HORT 330
1.2 Title: Wedding Floral Design
1.3 Abbreviated title: Wedding Floral Design
1.4 Credit hours and contact hours: 3.0
1.5 Type of course: Applied Learning (A), Lecture/Lab (C)
1.6 Prerequisites: HORT 209
1.7 Catalog course listing:
Principles and elements of floral design as applied to wedding planning and design. Includes production cost and profit analysis and marketing techniques. Lab fee required.

2. Rationale

2.1 Reason for developing the proposed course:
The floriculture industry is a growing part of horticulture and wedding planning and design plays a major role in that industry. This course teaches students how to plan and design wedding floral compositions. HORT 330 is an excellent course for interior design majors who are interested in making wedding planning a part of their business.

2.2 Projected enrollment in the proposed course:
About 15-25 per offering, based on previous enrollment in other floral design courses, with some students from outside the department (e.g. Interior Design).

2.3 Relationship of the proposed course to courses now offered by the department:
This course will build on the content of HORT 209, Introduction to Floral Design. However, its scope if not as broad as that of HORT 309, which prepares students to manage a commercial floral shop.

2.4 Relationship of the proposed course to courses offered in other departments:
This course would enhance the background of students enrolled in the Interior Design program and might be of interest to some community college students with a Retail Management concentration.

2.5 Relationship of the proposed course to courses offered in other institutions:
Similar courses are offered at Eastern Kentucky University, Mississippi State University, Texas A&M University, and Ohio State University.

3. Discussion of proposed course:

3.1 Course objectives:

- To present the principles of floral design, as they apply to wedding planning and design.
- To provide the elements and principles of designing floral compositions for wedding functions.
- To provide an understanding of cost and profit analysis of wedding planning.
- To provide an understanding of operating a commercial wedding floral design and planning enterprise.

3.2 Content outline:

Introduction

- History of wedding traditions
- Wedding ceremony, church, and denomination differences

Wedding planning, marketing

Wedding consultation

Design styles

- Corsage, boutonniere and hairpieces techniques
- Bouquet design styles
- Alternative bouquet designs
- Cascade bouquet designs
- Hand-tied bouquet styles
- Silk bouquet designs

Ceremony decorative designs

Reception decorative designs

3.3 Student expectations and requirements:

- Students will be expected to demonstrate mastery of the subject matter through class discussion, assigned projects, and examinations.
- Students will be evaluated on weekly floral designs (worth at least 70% of the course grade).
- Students will be evaluated on a final project which entails the planning and designing of a wedding ceremony and reception.

3.4 Tentative text and course materials:

Flowers: Creative Design by Johnson, McKinley, and Benz. San Jacinto Publishing Co., July 2001

4. Resources

4.1 Library resources: See Library Resources Sheet

4.2 Computer resources: Use of websites to provide up-to-date information on the floral industry. Examples of sites used – Teleflora, American Institute of Floral Designers (AIFD), and Society of American Florist (SAF).

5. Budget Implications

5.1 Proposed method of staffing: Faculty member who is a certified member of the American Institute of Floral Designers (AIFD).

5.2 Special equipment needed: Cooler space and laboratory classroom

5.3 Expendable materials needed: Fresh cut flowers
5.4 Laboratory supplies needed: Containers and floral supplies

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Department of Agriculture	4/23/09
Ogden College Curriculum Committee	5/07/09
University Curriculum Committee	8/20/09
University Senate	

Attachments: Library Resources Form, Course Inventory Form

Proposal Date: April 8, 2009

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

Contact Person: Dr. Ferhan Atici ferhan.atici@wku.edu 745-6229

1. Identification of course:

1.1 Current course prefix and number: MATH 126
1.2 Course title: Calculus and Analytic Geometry I
1.3 Credit hours: 4.5

2. Revise course title:

2.1 Current course title: Calculus and Analytic Geometry I
2.2 Proposed course title: Calculus I
2.3 Proposed abbreviated title: Calculus I
2.4 Rationale for revision of course title: The proposed title for the first course in calculus conforms with the title used at many other major institutions.

3. Revise course number:

3.1 Current course number: MATH 126
3.2 Proposed course number: MATH 136
3.3 Rationale for revision of course number: The department is adopting a numbering system for its courses in which the tens digit indicates the specific mathematical area of the course. The numbers 30-39 will be for calculus courses.

4. Revise course prerequisites/corequisites/special requirements:

4.1 Current prerequisites: Four years of high school mathematics, including Algebra II, geometry, and trigonometry, and satisfactory score on Math Placement Exam; or MATH 117 or MATH 118, with grade of C or better.
4.2 Proposed prerequisites: Four years of high school mathematics, including Algebra II, geometry, and trigonometry, and satisfactory scores on Math Placement Exam and Math Placement Trig Exam; or MATH 117 or MATH 118, with grade of C or better.
4.3 Rationale for revision of course prerequisites: Skill in trigonometry is necessary for success in calculus. Students who cannot demonstrate such skill through a satisfactory score on the MPTE would benefit from enrolling in MATH 117 prior to studying calculus.
4.4 Effect on completion of major/minor sequence: None. Students who do not have the required skills in trigonometry are often required to repeat the first calculus course.

5. Revise course catalog listing:

5.1 Current course catalog listing:

This is the first of a sequence of courses which present a unified treatment of plane and solid analytic geometry and differential and integral calculus. (Graphing calculator required.)

5.2 Proposed course catalog listing:
A course in one-variable calculus including topics from analytic geometry. Limits, derivatives, integration, and applications of polynomial, rational, trigonometric, and transcendental functions. Includes lecture and recitation. (Graphing calculator required.)

5.3 Rationale for revision of course catalog listing: The proposed listing describes the content and emphasis of the course in greater detail. The department also will deliver the course on a lecture//recitation schedule similar to that of many other institutions.

6. Revise course credit hours:

6.1 Current course credit hours: 4.5

6.2 Proposed course credit hours: 4

6.3 Rationale for revision of course credit hours: The change to 4 hours will make the course conform with Calculus I courses at most other major institutions and eliminate problems for students who wish to transfer calculus credit to or from WKU.

7. Proposed term for implementation: Fall 2010

8. Dates of prior committee approvals:

Mathematics and Computer Science Department	04/10/2009
Ogden Curriculum Committee	05/07/2009
Professional Education Council	06/10/2009
General Education Committee	05/08/2009
Undergraduate Curriculum Committee	
University Senate	08/20/09

Attachment: Course Inventory Form

Proposal Date: April 8, 2009

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

Contact Person: Dr. Ferhan Atici ferhan.atici@wku.edu 745-6229

1. Identification of course:
- 1.1 Current course prefix and number: MATH 227
- 1.2 Course title: Calculus and Analytic Geometry II
- 1.3 Credit hours: 4.5

2. Revise course title:
- 2.1 Current course title: Calculus and Analytic Geometry II
- 2.2 Proposed course title: Calculus II
- 2.3 Proposed abbreviated title: Calculus II
- **2.4** Rationale for revision of course title: The proposed title for the second course in the calculus sequence conforms with that used at many other major institutions.

3. Revise course number:
- 3.1 Current course number: MATH 227
- 3.2 Proposed course number: MATH 137
- **3.3** Rationale for revision of course number: The department is adopting a numbering system for its courses in which the tens digit indicates the specific mathematical area of the course. The numbers 30-39 will be for calculus courses. Because the second course in the calculus sequence is usually offered as a freshman-level course, the number will be changed to the 100-level without changing the course content.

4. Revise course prerequisites:
- 4.1 Current prerequisites: MATH 126 with a grade of C or better
- 4.2 Proposed prerequisites: MATH 136 with a grade of C or better
- 4.3 Rationale for revision of course prerequisites: The course number for MATH 126 has been changed to MATH 136.

5. Revise course catalog listing:
- 5.1 Current course catalog listing: The continuation of MATH 126.
- 5.2 Proposed course catalog listing:

  A second course in one-variable calculus including topics from analytic geometry. Methods of integration, sequences and series, polar and parametric functions. Includes lecture and recitation.
- 5.3 Rationale for revision of course catalog listing: The proposed listing describes the content and emphasis of the course in more detail. The department also will deliver

the course on a lecture//recitation schedule similar to that used by many other institutions.

6. Revise course credit hours:

6.1 Current course credit hours: 4.5

6.2 Proposed course credit hours: 4

6.3 Rationale for revision of course credit hours: The change to 4 hours will make the course conform with Calculus II courses at most other major institutions and eliminate problems for students who wish to transfer calculus credit to or from WKU.

7. Proposed term for implementation: Fall 2010

8. Dates of prior committee approvals:

Mathematics and Computer Science Department	04/10/2009
Ogden Curriculum Committee	05/07/2009
Professional Education Council	06/10/2009
Undergraduate Curriculum Committee	
University Senate	08/20/09

Attachment: Course Inventory Form

Proposal Date: February 20, 2009

Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise A Program
(Action Item)

Contact Person: David K. Neal, david.neal@wku.edu, 745-6213

1. Identification of program:

1.1 Current program reference number: 728
1.2 Current program title: Bachelor of Arts in Mathematics
1.3 Credit hours: 35

2. Identification of the proposed program changes: Establish admission requirements.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
None	1. Completion of MATH 126, MATH 227, and MATH 307 or MATH 310. 2. A grade of C or better in each of the courses taken in item 1. 3. An overall GPA of at least 2.4 in the mathematics program courses completed prior to admission (MATH 126 and above). (If a course is repeated, then the second grade is used to compute the GPA. If a course is repeated multiple times, then the average of all grades after the first attempt is used to compute the GPA.)

4. Rationale for the proposed program change: The proposed course completion requirements will improve the retention rate of mathematics majors and ensure that all students entering the program are qualified and capable of studying upper-division mathematics. The grade and GPA requirements will create a uniform admission standard for students in the general option and secondary education (SMED) option.

5. **Proposed term for implementation and special provisions:** The proposed admission requirements will apply to students seeking admission to WKU for Fall 2010 and thereafter. Upon approval, the admission requirements will apply to all current students who seek to switch majors to mathematics. The requirements will not be retroactive to students who are already declared mathematics majors.

6. Dates of prior committee approvals:

Mathematics Department	April 17, 2009
Ogden Curriculum Committee	May 7, 2009
Professional Education Council	May 13, 2009
Undergraduate Curriculum Committee	
University Senate	08/20/09

Attachment: Program Inventory Form

Proposal Date: February 20, 2009

Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Revise A Program
(Action Item)

Contact Person: David K. Neal, david.neal@wku.edu, 745-6213

1. Identification of program:

1.1 Current program reference number: 528
1.2 Current program title: Bachelor of Arts in Mathematics
1.3 Credit hours: 48

2. Identification of the proposed program changes: Establish admission requirements.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
None	1. Completion of MATH 126, MATH 227, and MATH 307 or MATH 310. 2. A grade of C or better in each of the courses taken in item 1. 3. An overall GPA of at least 2.4 in the mathematics program courses completed prior to admission (MATH 126 and above). (If a course is repeated, then the second grade is used to compute the GPA. If a course is repeated multiple times, then the average of all grades after the first attempt is used to compute the GPA.)

4. Rationale for the proposed program change: The proposed course completion requirements will improve the retention rate of mathematics majors and ensure that all students entering the program are qualified and capable of studying upper-division mathematics. The grade and GPA requirements will create a uniform admission standard for students in the extended major (528) and general major (728).

5. **Proposed term for implementation and special provisions (if applicable):** The proposed admission requirements will apply to students seeking admission to WKU for Fall 2010 and thereafter. Upon approval, the admission requirements will apply to all current students who seek to switch majors to mathematics. The requirements will not be retroactive to students who are already declared mathematics majors.

6. Dates of prior committee approvals:

Mathematics Department	April 17, 2009
Ogden Curriculum Committee	May 7, 2009
Professional Education Council	May 13, 2009
Undergraduate Curriculum Committee	
University Senate	08/20/09

Attachment: Program Inventory Form