

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

**REPORT TO THE UNIVERSITY SENATE:**

**DATE:** 23 April 2010

**FROM:** Beth Plummer, Chair

The Undergraduate Curriculum Committee submits the following items from the 22 April 2010 meeting for approval by the University Senate:

**Information Item Report:**

1. **OCSE:** CE 176, Civil Engineering Freshman Design  
PHYS 359, Introduction to Biomedical Optics  
CHEM 486, Senior Environmental Seminar  
CHEM 441, Advanced Organic Chemistry  
BIOL 458, Fishery Biology
2. **PCAL:** COMM 493 Companion to Capstone in Communication  
JOUR 495 Collaborative Journalism
3. **CHHS:** DH 302 Dental Radiology
4. **BGCC:** INS 287C, Intro to RPG Language  
ENGR 295, Introduction to Research Methodology  
BNK 160C, Principles of Bank Operations  
BNK 161C, Seminar Bank Management  
BNK 260C, Bank Management  
BNK 262C, Banking Law  
BNK 263C, Installment Credit  
BNK 264C, Deposit Operations  
BNK 265C, Introduction to Commercial Lending  
BNK 266C, Bank Marketing Services  
BNK 267C, Trust Operations  
FT132, Fire Dept Water Services  
FT133, Introduction to Fire Prevention  
GRM 102C, Elementary German II  
SOC 232C, Introduction to law Enforcement  
PHL 120C, Introduction to Philosophy  
JOU 202C, Basic Reporting  
HED 132C, Introduction to Health Careers  
FOLK 276C, Introduction to Folk Studies

**Consent Item Report:**

1. **Academic Policy Subcommittee Report:** Undergraduate Student in Graduate Course
2. **BGCC:** INS 275C, Web and Media Design
3. **PCAL:** Performing Arts (Ref. #588)
4. **CHHS:** Associate of Science in Dental Hygiene (Ref. #226)  
Bachelor of Science in Dental Hygiene (Ref. #524)  
Consumer & Family Sciences-Child Life Specialist Concentration (Ref. #563)
5. **GFCB:** MKT 331 (Social Media Marketing)  
Marketing (Ref #720)

- Marketing (Ref #720)
6. **OCSE:** BIOL 458, Fishery Biology  
AGEC 391, Survey of Commodity Futures and Options
7. **UC:** CHNF 101 Intensive Elementary Chinese I  
CHNF 102 Intensive Elementary Chinese II  
ICSR 300 Public Problem Solving  
ICSR 499 Public Work Capstone Experience  
Certificate in Citizenship and Social Responsibility  
Honors College

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

Contact Person: Shane M. Palmquist, [shane.palmquist@wku.edu](mailto:shane.palmquist@wku.edu), 745-2919

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: CE 176
- 1.2 Course title: Civil Engineering Freshman Design
- 1.3 Abbreviated course title: CE Freshman Design
- 1.4 Credit hours: 1
- 1.5 Schedule type: Lab
- 1.6 Prerequisites: For transfer or change of major students who have earned at least 24 semester hours of credit or have completed a course equivalent in content to the generic WKU University Experience course.
- 1.7 Course description: An introduction to civil engineering and its specialties. Topics include a brief overview of: surveying, water resources, transportation, and construction, geotechnical, and structural engineering. The design process and the importance of public safety are emphasized. Students will complete a simple design project.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: Time. Students will need to register for this course for the fall 2010 semester.
- 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
  - o Introduction to the Civil Engineering Profession
  - o Civil engineering sub-disciplines and careers
  - o Engineering ethics
  - o Introduction to the engineering design process through various hands on team design projects
- 3.2 Tentative text(s)  
Ressler, Stephen J., *Designing and Building File Folder Bridges*, U.S. Military Academy, Goshen, N.Y.

**4. Term of Implementation:** Fall 2010

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

Department of Engineering: 3/5/10

Ogden Curriculum Committee: 4/01/10

Dean of Ogden College: \_\_\_\_\_

UCC Chair: \_\_\_\_\_

Provost: \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: March 22, 2010

**Ogden College  
Department of Physics & Astronomy  
Proposal to Create a Temporary Course  
(Information Item)**

Contact Person: Wieb van der Meer, [wieb.vandermeer@wku.edu](mailto:wieb.vandermeer@wku.edu), 270-745-6205

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: PHYS 359
- 1.2 Course title: Introduction to Biomedical Optics
- 1.3 Abbreviated course title: Biomedical Optics
- 1.4 Credit hours: 4
- 1.5 Schedule type: C (lecture/lab)
- 1.6 Prerequisites: PHYS 332
- 1.7 Course description: A course in optics for students of the life sciences explaining the principles of geometrical optics, optical instruments, absorption and emission of light, with emphasis on applications in medicine and the life sciences

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: Based upon demand and feedback after the first offering, PHYS 359 may be revised before being submitted as a permanent course offering.
- 2.2 Relationship of the proposed course to courses offered in other academic units: No course in biomedical optics is offered in any other academic unit. However, PHYS 359 is expected to be of interest to students in several pre-health professional programs.

**3. Description of proposed course**

- 3.1 Course content outline:
  - Photons, a phenomenological approach to absorption and emission of light
  - Introduction to spectroscopy, Jablonski diagram
  - Basic principles of fluorescence
  - Refraction, lenses
  - Optics of the human eye, introduction to vision science
  - Polarization of light
  - Microscopy and its applications to biomedicine
  - Diffraction and interference
  - Introduction to nonlinear optics
  - Laboratory component will include experiments with lenses, microscopy, human-eye-model.
- 3.2 Tentative text(s) “An Introduction To Biomedical Optics”, by R. Spinter and B.A. Hooper, published by Taylor & Francis, 2005

**4. Term of Implementation: Fall 2010**

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

Department of Physics & Astronomy: 3/10/10

OCSE Curriculum Committee 4/01/10

OCSE Dean

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UCC Chair

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Provost:

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**Attachment: Course Inventory Form**

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

Contact Person: Kevin Williams [Kevin.williams@wku.edu](mailto:Kevin.williams@wku.edu) 5-8899

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CHEM 486
- 1.2 Course title: Senior Environmental Seminar
- 1.3 Credit hours: 3

2. **Rationale for the course deletion:** We are removing selected classes from the catalog after reviewing a list of courses that are not routinely taught. This course has not been taught in several years, and it is not expected that we will teach the course in the future.

3. **Effect of course deletion on programs or other departments, if known:** This course was an upper level elective for a major in chemistry and thus should not have any impact on other departments.

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

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

Chemistry Department: 2/19/2010

Ogden Curriculum Committee 4/01/2010

Undergraduate Curriculum Committee 22 April 2010

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

**Attachment: Course Inventory Form**

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

Contact Person: Kevin Williams [Kevin.williams@wku.edu](mailto:Kevin.williams@wku.edu) 5-8899

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CHEM 441
- 1.2 Course title: Advanced Organic Chemistry
- 1.3 Credit hours: 3

2. **Rationale for the course deletion:** We are removing selected classes from the catalog after reviewing a list of courses that are not routinely taught. This course was created in 2004 but has never been taught. Advanced undergraduate coursework in organic chemistry is still available through CHEM 440 (Introduction to Synthetic Organic Methodology), which is taught occasionally in the department.

3. **Effect of course deletion on programs or other departments, if known:** This course is an upper level elective for a major in chemistry and thus should not have any impact on other departments.

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

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

Chemistry Department: 2/19/2010

Ogden Curriculum Committee 4/01/2010

Undergraduate Curriculum Committee 22 April 2010

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

**Attachment: Course Inventory Form**



Proposal Date: February 15, 2010

**Ogden College of Science and Engineering  
Department of Biology  
Proposal to Reactivate a Suspended Course  
(Consent Item)**

Contact Person: Philip Lienesch, [Philip.Lienesch@wku.edu](mailto:Philip.Lienesch@wku.edu), 5-6006

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 458
- 1.2 Course title: Fishery Biology
- 1.3 Credit hours: 3

**2. Rationale for the course reactivation:** This course was suspended during the 1990's due to lack of student interest and low enrollment. Recently, interest in fisheries careers has increased and several students have requested to have this class offered again. Unlike our other current course in fish biology (BIOL 456: Ichthyology), Fishery Biology provides students with the skills needed to attain employment with state and federal agencies responsible for managing fisheries.

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

**4. Proposed term for implementation:** Spring 2011

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

Biology Department: March 19, 2010

OCSE Curriculum Committee April 01, 2010

Undergraduate Curriculum Committee 22 April 2010\_

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

**Attachment: Course Inventory Form**

**Ogden College of Science and Engineering  
Department of Engineering  
Proposal to Create an Equivalent Course  
(Consent Item)**

Contact Person: Julie Ellis [julie.ellis@wku.edu](mailto:julie.ellis@wku.edu) 270.745.6394

**1. Identification of existing course:**

- 1.1 Current course prefix (subject area) and number: BIOL295, CHEM295, CS295, GEOL295, MATH295, and PHYS 295
- 1.2 Course title: Introduction to Research Methodology
- 1.3 Credit hours: 1

**2. Identification of proposed equivalent course prefix(es) and numbers: ENGR 295**

- 3. Rationale for each equivalent course:** The Introduction to Research Methodology course is currently offered as BIOL295, CHEM295, CS295, GEOL295, MATH295, and PHYS295.

This content is intended for any Ogden Research Scholar or other research oriented student in any major in Ogden College, including the engineering majors. Therefore, we propose that ENGR295 be made available for students in the engineering programs.

For more information, see Ogden Research Scholars guidelines available at <http://tinyurl.com/ydwrkox>

**4. Proposed term for implementation: 201030 (Fall 2010)**

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

Engineering Department:	19 Feb 2010
Biology Department:	30 Mar 2010
Chemistry Department:	02 Apr 2010
Geography and Geology Department:	26 Mar 2010
Mathematics and Computer Science Department:	31 Mar 2010
Physics Department:	31 Mar 2010
Ogden Curriculum Committee	01 Apr 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

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

Contact Person: Dan Modaff, [daniel.modaff@wku.edu](mailto:daniel.modaff@wku.edu), 745-3957

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: COMM 493
- 1.2 Course title: Companion to Capstone in Communication
- 1.3 Abbreviated course title: Capstone Companion
- 1.4 Credit hours: 2
- 1.5 Schedule type: L
- 1.6 Prerequisite or corequisite: COMM 300  
Corequisite: COMM 494  
Prerequisite: COMM 200. Senior standing, for departmental majors only. WKU catalog of entry pre-Fall 2010
- 1.7 Course description: Companion course to COMM 494 Capstone in Communication

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis:  
This course is being offered on a temporary basis until a permanent course can be created. The Department of Communication revised the two undergraduate majors (#522 and #792), and in the process revised the course credit hours for COMM 494 from 3 to 1 (approved for Fall 2010). Students following the old curricula (WKU catalog prior to Fall 2010) will be left 2 hours short of the required hours for the majors. This course will allow those students not to be penalized for the revision in hours to COMM 494.
- 2.2 Relationship of the proposed course to courses offered in other academic units: No relationship

**3. Description of proposed course**

- 3.1 Course content outline: This portfolio-style course enables Corporate and Organizational Communication and Communication Studies majors to assess and refine knowledge and skill competencies.
- 3.2 Tentative text(s): None

**4. Term of Implementation: Fall 2010**

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

Communication Department: 3/18/2010

PCAL Curriculum Committee 4/1/2010

PCAL Dean 3/25/2010

UCC Chair \_\_\_\_\_

Provost: \_\_\_\_\_

**Attachment: Course Inventory Form**

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

Contact Person: Kerry J. Northrup, 745-5140, kerry.northrup@wku.edu

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: JOUR 495
- 1.2 Course title: Collaborative Journalism
- 1.3 Credit hours: 3

**2. Current prerequisites/corequisites/special requirements:**

Prerequisites: JOUR 362 (Photojournalism majors); JOUR 325 (News/Editorial majors); BCOM 361 or 366 or 368 (Broadcasting majors); JOUR 443 (Ad/PR majors); or permission of sequence coordinator.

**3. Proposed prerequisites/corequisites/special requirements:**

Prerequisites: JOUR 362 (Photo majors); JOUR 325 (News/Editorial majors); BCOM 361 or 366 or 368 (Broadcasting majors); JOUR 443 (Ad majors); JOUR 358 (PR Majors); or permission of sequence coordinator; and consent of the instructor or participation in iMedia certification.

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

JOUR 495 is a capstone experience tailoring news stories for distribution through various formats and channels including Web, print, broadcast and mobile media. Format specialties and skill levels within the team require a mix and balance appropriate to this intended outcome. This balance is managed by the acceptance process for the iMedia certification option or alternately by consent of the course instructor. JOUR 358 PR Writing & Production is a required course for PR majors and allows all PR majors access to the course. Not all PR majors take JOUR 443, which is an elective course.

**5. Effect on completion of major/minor sequence:**

JOUR 495 is not a requirement for any major/minor sequence. It is a requirement for the iMedia certification. This change serves to ensure that certification participants may register for the course.

**6. Proposed term for implementation: 2011(10) spring 2011**

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

SJ&B Curriculum Committee	<u>2/26/10</u>
School of Journalism & Broadcasting	<u>2/26/10</u>
PCAL Curriculum Committee	<u>4/1/10</u>
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: February 12, 2010

**Enter College of Health and Human Services  
Department of Allied Health  
Proposal to Revise Course Title  
(Consent Item)**

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: DH 302
- 1.2 Current course title: Dental Radiology
- 1.3 Credit hours: 2

**2. Proposed course title:** Dental Radiology II

**3. Proposed abbreviated course title:** Dental Radiology II

**4. Rationale for the revision of course title:** To avoid confusion with another course. We have another course called Dental Radiology which we will rename Dental Radiology I.

**5. Proposed term for implementation:** Spring 2011

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

Allied Health Department:	February 12, 2010
CHHS Undergraduate Curriculum Committee	<u>March 31, 2010</u>
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 2/2/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: George Kontos, [george.kontos@wku.edu](mailto:george.kontos@wku.edu), 780-2588 or  
Aaron Peters, [aaron.peters@wku.edu](mailto:aaron.peters@wku.edu), 780-2545

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: **INS 287C**
  - 1.2 Course title: **Intro to RPG Language**
  - 1.3 Credit hours: **3**
- 2. Rationale for the course deletion:** Removal of course number from Course Inventory; course has not been offered for at least five years
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	February 3, 2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: 1/27/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **BNK 160C**
  - 1.2 Course title: **Principles of Bank Operations**
  - 1.3 Credit hours: **3**
- 2. Rationale for the course deletion:** Course has not been offered for several years due to low enrollments.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	02/04/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: 1/27/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **BNK 161C**
  - 1.2 Course title: Seminar Bank Management
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered for several years due to low enrollments.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	02/04/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**



Proposal Date: 1/27/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **BNK 260C**
  - 1.2 Course title: **Bank Management**
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered for several years due to low enrollments.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	02/04/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: 1/27/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **BNK 262C**
  - 1.2 Course title: **Banking Law**
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered for several years due to low enrollments.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	02/04/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: 1/27/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **BNK 263C**
  - 1.2 Course title: **Installment credit**
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered for several years due to low enrollments.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	02/04/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: 1/27/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **BNK 264C**
  - 1.2 Course title: **Deposit Operations**
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered for several years due to low enrollments.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	02/04/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: 1/27/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **BNK 265C**
  - 1.2 Course title: **Introduction to Commercial Lending**
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered for several years due to low enrollments.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	02/04/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: 1/27/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **BNK 266C**
  - 1.2 Course title: **Marketing Bank Services**
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered for several years due to low enrollments.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	02/04/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: 1/27/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **BNK 267C**
  - 1.2 Course title: **Trust Operations**
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered for several years due to low enrollments.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	02/04/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: 1/27/10

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **BNK 268C**
  - 1.2 Course title: **Internship Banking**
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered for several years due to low enrollments.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	02/04/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**



2/11/2010:

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **FT132:**
  - 1.2 Course title: **Fire Dept Water Services**
  - 1.3 Credit hours: **3**
- 2. Rationale for the course deletion:** No demand for the course.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	2/11/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

2/11/2010:

**Bowling Green Community College  
Business Division  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: [Mark.Staynings@wku.edu](mailto:Mark.Staynings@wku.edu) 780-2555

- 1. Identification of course:**
  - 1.1 Current course prefix **FT133:**
  - 1.2 Course title: **Introduction to Fire Prevention**
  - 1.3 Credit hours: **3**
- 2. Rationale for the course deletion:** No demand for the course.
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Business Division:	2/11/2010
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	

**Attachment: Course Inventory Form**

Proposal Date: February 8, 2010

**Bowling Green Community College  
Department of Liberal Arts and Sciences  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Deborah Weisberger, [Deborah.weisberger@wku.edu](mailto:Deborah.weisberger@wku.edu), 780-2540

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: GRM 102C
  - 1.2 Course title: Elementary German II
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered in over 5 years
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Liberal Arts and Sciences Division:	<u>March 5, 2010</u>
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: February 8, 2010

**Bowling Green Community College  
Department of Liberal Arts and Sciences  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Deborah Weisberger, [Deborah.weisberger@wku.edu](mailto:Deborah.weisberger@wku.edu), 780-2540

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: SOC 232C
  - 1.2 Course title: Introduction to Law Enforcement
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered in over 5 years
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Liberal Arts and Sciences Division:	<u>March 5, 2010</u>
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: February 8, 2010

**Bowling Green Community College  
Department of Liberal Arts and Sciences  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Deborah Weisberger, [Deborah.weisberger@wku.edu](mailto:Deborah.weisberger@wku.edu), 780-2540

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: PHL 120C
  - 1.2 Course title: Introduction to Philosophy
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered in over 5 years
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Liberal Arts and Sciences Division:	<u>March 5, 2010</u>
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: February 8, 2010

**Bowling Green Community College  
Department of Liberal Arts and Sciences  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Deborah Weisberger, [Deborah.weisberger@wku.edu](mailto:Deborah.weisberger@wku.edu), 780-2540

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: JOU 202C
  - 1.2 Course title: Basic Reporting
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered in over 5 years
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Liberal Arts and Sciences Division:	<u>March 5, 2010</u>
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: February 8, 2010

**Bowling Green Community College  
Department of Liberal Arts and Sciences  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Deborah Weisberger, [Deborah.weisberger@wku.edu](mailto:Deborah.weisberger@wku.edu), 780-2540

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: HED 132C
  - 1.2 Course title: Introduction to Health Careers
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered in over 5 years
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Liberal Arts and Sciences Division:	<u>March 5, 2010</u>
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Course Inventory Form**

Proposal Date: February 8, 2010

**Bowling Green Community College  
Department of Liberal Arts and Sciences  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Deborah Weisberger, [Deborah.weisberger@wku.edu](mailto:Deborah.weisberger@wku.edu), 780-2540

- 1. Identification of course:**
  - 1.1 Current course prefix (subject area) and number: FOLK 276C
  - 1.2 Course title: Introduction to Folk Studies
  - 1.3 Credit hours: 3
- 2. Rationale for the course deletion:** Course has not been offered in over 5 years
- 3. Effect of course deletion on programs or other departments, if known:** None
- 4. Proposed term for implementation:** Fall 2010
- 5. Dates of prior committee approvals:**

Liberal Arts and Sciences Division:	<u>March 5, 2010</u>
BGCC Curriculum Committee	April 2, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Course Inventory Form**



**Graduate Studies and Research  
Proposal to Revise an Academic Policy  
(Action Item)**

Contact Person: Nevil Speer, nevil.speer@wku.edu, 5-5959

**1. Identification of proposed policy revision:**

Undergraduate student enrollment in graduate courses

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

**Undergraduate Seniors Earning Graduate Credit**

Undergraduate seniors at Western may enroll in graduate course work (i.e., courses requiring graduate standing) during their final semester provided they meet the following conditions:

1. Admission requirements (see Standard Examination Scores for admission to graduate studies and to the program of interest) except for completion of the bachelor's degree,
2. Make formal application to graduate study (Form A should be submitted to Graduate Studies at least four weeks prior to the beginning of the semester),
3. Seniors lacking no more than 9 hours to complete a bachelor's degree may enroll in a maximum of 6 hours of graduate credit. Seniors lacking no more than 12 hours may enroll in a maximum of 3 hours of graduate credit.
4. Carry a final semester course load of no more than 15 hours (combined undergraduate and graduate hours), and
5. Do not, in any way, attempt to apply the graduate course(s) to the undergraduate degree.

Students wishing to pursue graduate credit must file the appropriate paper work, which can be obtained in the Office of Graduate Studies and Research. Requests for enrolling in graduate courses will not be considered without this form.

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

**Undergraduate student enrollment in graduate courses**

Undergraduate students at **Western Kentucky University** may enroll in graduate-level courses. Several conditions must be met to facilitate such enrollment:

1. Students must file all appropriate paper work through Office of Graduate Studies and Research.
  - a. Undergraduate Application for Graduate Enrollment Form
  - b. Letter of recommendation from director of graduate program (or department head) that speaks to the student's ability to perform at graduate level and justification of appropriateness of enrollment in such courses.
2. Undergraduate students must have declared a major or minor in the subject area or a closely related area for which the graduate course is offered.
3. Students must have a minimum cumulative GPA of 3.0 in the major or minor area to which the graduate coursework is closely related
4. Students may enroll in no more than 15 hours of coursework (graduate and undergraduate combined) in any semester in which enrollment in graduate-level courses occurs.
5. With the concurrence of the student's undergraduate advisor, department head and dean, graduate coursework may be used to satisfy undergraduate degree requirements; however, graduate credit

hours used to meet the requirements for a baccalaureate degree may not be used toward a graduate degree.

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

**The proposed policy will provide an opportunity currently not granted to well-qualified undergraduate students to excel in the area(s) in which they are proficiently prepared. Many students come to WKU with advanced preparation (e.g. AP math classes) and subsequently limited by courses available at the undergraduate level. These students are academically qualified to be enrolled in graduate-level courses but unable to access such courses because they lack senior standing. As such, revision in policy allows well-prepared undergraduate students regardless of class standing (e.g. Gatton Academy students) to enroll in courses appropriate for their respective abilities.**

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

A review by the Office of the Registrar identified no impact on policies affecting any undergraduate degree programs. The adoption of this policy does not preclude the creation of accelerated graduate programs.

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

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

Graduate Council Rules Committee \_\_\_\_\_ June 4, 2009 \_\_\_\_\_

Graduate Council \_\_\_\_\_ June 11, 2009 \_\_\_\_\_

UCC Academic Policy Subcommittee November 5, 2009 \_\_\_\_\_

Undergraduate Curriculum Committee 22 April 2010

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

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

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

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: INS 275C
- 1.2 Course title: Web and Media Design
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Web and Media Design
- 2.2 Proposed course title: Web Page Design
- 2.3 Proposed abbreviated title: Web Design
- 2.4 Rationale for revision of course title: Proposed course title reflects what this course is all about better than the current course title does.

**3. Revise course catalog listing:**

- 3.1 Current course catalog listing: Examines technical aspects, design, and limitations in Internet-based media and presentation graphics. Includes study of software for designing and publishing web pages and web sites. Emphasis is on both planning and creating the web site.
- 3.2 Proposed course catalog listing: Covers web page design concepts and practice. Students will utilize software to design web pages and web sites that are attractive, user friendly, and functional. Emphasis is on both planning and creating a web site.
- 3.3 Rationale for revision of course catalog listing: Proposed course catalog listing reflects course content better than the current course catalog listing does.

**4. Proposed term for implementation: Spring 2011**

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

Business Division: March 16, 2010

Community College Curriculum Committee April 2, 2010

Undergraduate Curriculum Committee 22 April 2010

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

**Attachment: Course Inventory Form**

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

Contact Person: Scott Stroot, scott.stroot@wku.edu, 56290

**1. Identification of program:**

- 1.1 Current program reference number: 588
- 1.2 Current program title: BFA in Performing Arts
- 1.3 Credit hours: 74-75

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

- 2.1 Delete Dance concentration
- 2.2 Delete Drama/Playwriting concentration

**3. Detailed program description:**

This BFA degree consists of a 37 credit “core” of courses required (with a few noted exceptions) of all majors, plus the addition of a cluster of “concentration” courses. The current concentration options are: *Acting; Dance; Directing; Dramaturgy/Playwriting; Musical Theatre; and Theatre Design & Technology.*

We propose to entirely delete two of those concentrations: *Playwriting/Dramaturgy*, and *Dance*:

**Dance Concentration Option (36 credits)**

Required Courses	C	Notes
Ballet Technique Courses (2 credits each)	12	Level depends on initial placement <i>Must achieve at least level 3</i>
Jazz Technique Courses (2 credits each)	10	Level depends on initial placement <i>Must achieve at least level 3</i>
<b><u>Modern Technique Courses (2 credits)</u></b>	4	
DANC 235: Dance Improvisation	*	* Required and tallied as part of the BFA Core
DANC 200: Dance Pedagogy	3	
DANC 350 Dance History	*	* Required and tallied as part of the BFA Core
DANC 310: Choreography I	3	
DANC 420: Choreography II	3	
MUS 162: Group Voice	1	
BIOL 131: Human Anatomy & Physiology	*	* Required and tallied as part of the WKU General Education program

**Drama/Playwriting Concentration Option (35 credits)**

Required Courses	Credits	Notes
ENG 203: Creative Writing	3	
ENG/THEA 354: History of Drama to 1640	3	
ENG/THEA 355: History of Drama since	3	
ENG/THEA 358: Drama Writing	3	
PERF: 461: Practicum in Script	3	
<b>Any 3 of the following:</b>		
ENG 455: American Drama		
ENG 482: Shakespeare I	9	
ENG 459: Modern Drama		
THEA 375: Topics in Drama		

**(3. Detailed program description, cont.)**

*Deleting these two concentrations has no effect whatsoever on the remaining concentrations*, so in the interest of efficiency and clarity, those remaining concentration are *not* listed here in the body of this proposal, but are instead appear for your information as an appendix.

The effect of these proposed deletions on the 37 credit BFA Core is largely limited to formatting adjustments; no courses are being added to the core, and the only courses we propose removing from the BFA Core are those currently required only of students pursuing the concentrations we propose to delete. Those courses are: *DANC 110: Fundamentals of Dance*, *DANC 250: History of Dance*, *DANC 360: Dance in Culture* and *DANC 300: Dance Company*.

The formatting changes to our published materials necessitated by the removal of these courses from the BFA Core are highlighted on the following two pages. *The size and complexity of the BFA Performing Arts Core makes adhering to the "side-by-side" comparison columns protocol untenable in the (also required) 8.5 x 11 inch document format. Instead, we recommend, for screen viewing, arranging your window display to facilitate side-by-side viewing, and for hard copy viewing, tearing the following two pages out and placing them side by side. And finally, change areas are indicated by shading, as opposed to boldface, as boldface type is already a feature of these tables, again, for clarity.*

(3. Detailed program description, cont.)

**CURRENT BFA PERFORMING ARTS CORE**

(Proposed changes struck through and/or shaded)

<u>Departmental College/Career Prep</u>	<b>Credit</b>	<b>Notes</b>
PERF 175: University Experience in Performing Arts	2	
PERF 450: Performing Arts Career Seminar	2	
PERF 451: Performing Arts Career Seminar Workshop	1	

**History/Theory: 9 credits from the following courses**

THEA 252: Fundamentals of Theatre <sup>1</sup> (3 credits)		<sup>1</sup> Required in all concentrations <del>except Dance</del>
<del>DANC 110: Fundamentals of Dance<sup>4</sup> (3)</del>		
THEA 363: World Theatre History I <sup>1</sup> (3)		<sup>2</sup> Required of Acting, Drama/Playwriting Directing, and Design/Tech concentrators
THEA 364: World Theatre History II <sup>2</sup> (3)	9	
THEA 431: Music Theatre History & Repertoire <sup>3</sup> (3)		<sup>3</sup> Required of Music Theatre concentrators
<del>DANC 350: Dance History<sup>4</sup> (3)</del>		
<del>DANC 360: Dance in Culture (3)</del>		<sup>4</sup> Required of Dance concentrators

**Related Arts: 1 of the following 3 courses**

ART 100: Art Appreciation		
ART 105: Art Survey <sup>5</sup>	3	<sup>5</sup> Required of Theatre Design and Technology concentrators
MUS 120: Music Appreciation		

**Performance: 5 credits from the following courses**

THEA 101: Acting I <sup>6</sup> (3 credits)		<sup>6</sup> Required Music Theatre concentrators
PERF 105: Taiji (1)		
PERF 205: Voice & Movement for the Stage <sup>6</sup> (2)	5	<sup>7</sup> Required of Dance concentrators
DANC 235: Dance Improvisation <sup>7</sup>		
THEA 371: Directing I (3)		<sup>8</sup> Only 1 dance technique course (2 credits) may be applied in this category.
Any dance technique course <sup>8</sup> (2)		

**Tech & Design**

THEA 219: Design I	3	
<b>AND 2 of the following 3 courses:</b>		
THEA 222: Stagecraft		
THEA 241: Costume Technology	6	
THEA 250: Stage Electrics		

**Rehearsal & Production**

PERF 120: Rehearsal & Production I	1	
PERF 121: Rehearsal & Production II	1	
<b>AND 4 credits from the following courses:</b>		
PERF 220-421: Rehearsal & Production	4	
<del>DANC 300: Dance Company</del>		

**CREDIT TOTAL 37**

(3. Detailed program description, cont.)

**PROPOSED BFA PERFORMING ARTS CORE**

(Changed items shaded)

<u>Departmental College/Career Prep</u>	<b>Credit</b>	<b>Notes</b>
PERF 175: University Experience in Performing Arts	2	
PERF 450: Performing Arts Career Seminar	2	
PERF 451: Performing Arts Career Seminar Workshop	1	

**History/Theory:**

THEA 252: Fundamentals of Theatre	3	
THEA 363: World Theatre History I	3	
<b>AND</b>		
THEA 364: World Theatre History II <sup>1</sup>	3	<sup>1</sup> Required in all concentrations <i>except</i> Music Theatre
<b>OR</b>		
THEA 431: Music Theatre History & Repertoire <sup>2</sup>		<sup>2</sup> Required of Music Theatre concentrators

**Related Arts: 1 of the following 3 courses**

ART 100: Art Appreciation		
ART 105: Art Survey <sup>3</sup>	3	<sup>3</sup> Required of Theatre Design and Technology concentrators
MUS 120: Music Appreciation		

**Performance: 5 credits from the following courses**

PERF 105: Taiji (1)		
PERF 205: Voice & Movement for the Stage <sup>4</sup> (2)		
THEA 101: Acting I <sup>4</sup> (3 credits)	5	<sup>4</sup> Required of Acting and Music Theatre concentrators
THEA 371: Directing I (3)		
DANC 235: Dance Improvisation (3)		
Any single Dance technique course (2)		

**Tech & Design**

THEA 219: Design I	3	
<b>AND 2 of the following 3 courses:</b>		
THEA 222: Stagecraft		
THEA 241: Costume Technology	6	
THEA 250: Stage Electrics		

**Rehearsal & Production**

PERF 120-321: Rehearsal & Production <sup>5</sup>	6	<sup>5</sup> One credit per semester enrolled
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**CREDIT TOTAL 37**

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

4.1 *Deletion of the Dance concentration.* Given its unique curricular, training and accreditation requirements, maintaining a BFA level Dance concentration in the context of what is otherwise primarily a Theatre Arts degree has always been a curricular policy challenge. The establishment of our stand-alone Dance BA (brought on-line in the fall of 2007) effectively dissolved the incentives for students wishing to “major” in Dance to opt for this BFA concentration, and as a result it has no current students. This was the department’s intention when planning the new stand-alone Dance BA, and we are now in the process of applying for national accreditation that degree; the time has come to complete our intended dissolution of the BFA Dance concentration.

4.2 *Deletion of the Dramaturgy/Playwriting concentration.* This concentration has simply “failed to thrive”, attracting only 2 students since its creation in 2006. There are no students currently pursuing it. In addition, this concentration was added subsequent to our earning national accreditation for the Performing Arts BFA, meaning it does NOT currently share that accreditation with the other BFA concentrations, and given its failure to thrive, it is unlikely to pass muster with our accrediting agency (NAST). Under these circumstances, the department has decided to delete the program.

**5. Proposed term for implementation and special provisions (if applicable): 201030**

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

Department of Theatre and Dance: 2/2/10

Potter College Curriculum Committee: 4/1/10

Undergraduate Curriculum Committee: 22 April 2010

University Senate:



## Appendix: Remaining BFA Performing Arts concentrations

### Acting Concentration Option (37 credits)

Required Courses	C	Notes
THEA 101: Acting I <sup>1</sup>	3	
THEA 300: Acting II	3	
THEA 301: Acting III	3	
THEA 401: Period Styles Lab	3	
THEA 410: Playing Shakespeare	3	
THEA 141: Stage Makeup	1	
THEA 203: Audition Prep Seminar	1	
PERF 205: Voice and Movement for the Stage <sup>1</sup>	2	
THEA 391: Children's Theatre/Creative Dramatics	3	
<b><u>Modern Dance Technique Course</u></b>	2	Level depends on initial placement
Restricted Electives	10-15 <sup>1</sup>	Any relevant course in Drama, Theatre, Dance, Music Theatre Performance, etc. with advisor's approval. Extra departmental electives with approval of advisor and Department Head.

### Directing Concentration Option(37 credits)

Required Courses	C	Notes
THEA 101: Acting I <sup>1</sup>	3	
PERF 205: Voice and Movement for the Stage <sup>1</sup>	2	
THEA 300: Acting II	3	
THEA 301: Acting III	3	
DANC 310: Choreography I	3	
THEA 312: Stage Management	3	
THEA 354: History of Drama to 1640	3	
<b>OR</b>		
THEA 355: History of Drama since 1640	3	
THEA 391: Children's Theatre/Creative Dramatics	3	
THEA 401: Period Styles Lab	3	
PERF 400: Advanced Performing Arts Studio	3	
<b>OR</b>		
THEA 392: Children's Theatre Series/Ensemble	3	
Restricted Electives	8-13 <sup>1</sup>	Any relevant course in Drama, Theatre, Dance, Music Theatre Performance, etc. with advisor's approval. Extra departmental electives with approval of advisor and Department Head.  <sup>1</sup> Total number of restricted electives may vary, depending on whether <i>PERF 205</i> and <i>THEA 101</i> are tallied in the BFA Core or in this concentration.

Required Courses	Credits	Notes
(Acting)		
THEA 141: Stage Makeup	1	
THEA 203: Audition Prep Seminar	1	
THEA 205: Voice & Movement*	*	<i>*Required and tallied as part of the BFA Core for this concentration</i>
THEA 300: Acting I*	*	<i>*Required and tallied as part of the BFA Core for this concentration</i>
THEA 300: Acting II	3	
THEA 301: Acting III	3	
THEA 307: Music Theatre Workshop	4	<i>Repeatable 2 credit course</i>
(Dance)		
Jazz Technique Courses (2 credits each)	6	<i>Level depends on initial placement</i>
Ballet Technique Courses (2 credits each)	4	<i>Level depends on initial placement</i>
Tap Technique Courses (2 credits each)	2	<i>Level depends on initial placement</i>
(Music)		
THEA 431: Musical Theatre Hist. & Repertoire*	*	<i>*Required and tallied as part of the BFA Core for this concentration</i>
MUS 100 Music Theory I	3	
MUS 160: Group Piano <sup>3</sup>	1	<sup>3</sup> <i>Students demonstrating the ability to play the piano adequately may substitute an additional credit of any applied music lesson or vocal ensemble.</i>
Vocal Ensemble	1	<i>Any Vocal Ensemble credit</i>
MUS 162: Group Voice <sup>4</sup>	1	<sup>4</sup> <i>May be replaced with an additional Applied Music-Voice lesson by audition with the Music Department Vocal Music faculty.</i>
MUS 350: Applied Music-Voice	3	<i>Repeatable 1 credit course</i>
THEA 385: Applied Styles: Music Theatre	4	<i>Repeatable 1 credit course</i>

**Music Theatre Concentration Option (37 credits)**

**Theatre Design & Technology Concentration Option (37 credits)**

Required Courses	Credits
THEA 354: History of Drama to 1640 OR	3
THEA 355: History of Drama since 1640	

<b>One of the following production courses<sup>1</sup></b>		
THEA 222: Stagecraft	3	<sup>1</sup> Whichever <u>not</u> taken in satisfaction of the BFA core requirement.
THEA 250: Stage Electrics		
THEA 241: Costume Technology		
THEA 319: Design II	3	
PERF 420: Rehearsal and Production VII	1	
PERF 421: Rehearsal and Production VIII	1	
THEA 424: Special Problems in Tech. Theatre	9	<i>A repeatable 3 credit topics course</i>
Restricted Electives	17	<i>Any relevant course in Drama, Theatre, Dance, Music Theatre Performance, etc. with advisor's approval. Extra-departmental electives with approval of advisor and Department Head.</i>

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

Contact Person: Dr. Lynn Austin, [lynn.austin@wku.edu](mailto:lynn.austin@wku.edu), 745-3827

**1. Identification of program:**

- 1.1 Current program reference number: 226
- 1.2 Current program title: Associate of Science in Dental Hygiene
- 1.3 Credit hours: 78 (79)

**2. Identification of the proposed program changes:** Adding DH 122 Preventive Dental Hygiene Care (1)

**3. Detailed program description:**

CURRENT CURRICULUM ASSOCIATE'S DEGREE (226)		PROPOSED CURRICULUM ASSOCIATE'S DEGREE (226)	
Prerequisite Classes must include the following: (Prior to Fall Semester First Year)		Prerequisite Classes must include the following: (Prior to Fall Semester First Year)	
BIOL 131 Human Anatomy & Physiology	4	BIOL 131 Human Anatomy & Physiology	4
BIOL 207/8 General Microbiology w/Lab	4	BIOL 207/8 General Microbiology w/Lab	4
PSY 100 Intro to Psychology	3	PSY 100 Intro to Psychology	3
ENG 100 Intro to College Writing	3	ENG 100 Intro to College Writing	3
DH 111 Pre-Clinical Dental Hyg.	3	DH 111 Pre-Clinical Dental Hyg.	3
DH 112 Oral Anatomy	3	DH 112 Oral Anatomy	3
<b>DH 201 Dental Radiology</b>	<b>2</b>	<b>DH 201 Dental Radiology I</b>	<b>2</b>
DH 210 Dental Materials & Expanded Functions 1	2	DH 210 Dental Materials & Expanded Functions 1	2
CFS 111 Human Nutrition	3	CFS 111 Human Nutrition	3
CHEM 109 Chemistry for the Health Sciences	4	CHEM 109 Chemistry for the Health Sciences	4
		<b>DH 122 Preventive Dental Hygiene Care</b>	<b>1</b>
DH 121 Clinical Dental Hygiene	3	DH 121 Clinical Dental Hygiene	3
DH 130 Oral Histology & Embryology	3	DH 130 Oral Histology & Embryology	3
DH 204 Periodontics	3	DH 204 Periodontics	3
DH 206 Dental Pharmacology	3	DH 206 Dental Pharmacology	3
DH 226 Dental Materials & Expanded Functions II	2	DH 226 Dental Materials & Expanded Functions II	2
DH 309 Pain Control in Dental Hygiene	4	DH 309 Pain Control in Dental Hygiene	4
DH 211 Clinical Dental Hygiene	4	DH 211 Clinical Dental Hygiene	4
<b>DH 302 Dental Radiology</b>	<b>2</b>	<b>DH 302 Dental Radiology II</b>	<b>2</b>

DH 303 Community Dental Health	4	DH 303 Community Dental Health	4
DH 307 General & Oral Pathology	3	DH 307 General & Oral Pathology	3
COMM 145 Fundamentals of Public Speaking	3	COMM 145 Fundamentals of Public Speaking	3
DH 321 Clinical Dental Hygiene	5	DH 321 Clinical Dental Hygiene	5
DH 324 Practice Managements & Ethics	2	DH 324 Practice Managements & Ethics	2
SOCL Intro to Sociology	3	SOCL Intro to Sociology	3
<b>TOTAL HOURS</b>	<b>78</b>	<b>TOTAL HOURS</b>	<b>79</b>

4. **Rationale for the proposed program change:** We propose adding DH 122, Preventive Dental Hygiene. We believe that adding DH 122 will allow more time for basic instrumentation skills in DH 111, Preclinical Dental Hygiene and that adding a course concentrating on preventive care will complement DH 111.

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

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

Allied Health Department/Division: February 12, 2010

CHHS Undergraduate Curriculum Committee March 31, 2010

Undergraduate Curriculum Committee 22 April 2010

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: Dr. Lynn Austin, [lynn.austin@wku.edu](mailto:lynn.austin@wku.edu), 745-3827

**1. Identification of program:**

- 1.1 Current program reference number: 524
- 1.2 Current program title: Bachelor of Science in Dental Hygiene
- 1.3 Credit hours: 98 (103)

**2. Identification of the proposed program changes:** Adding DH 122 Preventive Dental Hygiene Care (1)

**3. Detailed program description:**

CURRENT CURRICULUM BACHELOR'S DEGREE (524)		PROPOSED CURRICULUM BACHELOR'S DEGREE (524)	
AH 290 Medical Terminology	2	AH 290 Medical Terminology	2
PSY 100 Intro to Psychology	3	PSY 100 Intro to Psychology	3
BIOL 131 Human Anatomy & Physiology	4	BIOL 131 Human Anatomy & Physiology	4
ENG 100 Intro to College Writing	3	ENG 100 Intro to College Writing	3
BIOL 207/8 General Microbiology w/Lab	4	BIOL 207/8 General Microbiology w/Lab	4
COMM 145 Fund of Public Speaking	3	COMM 145 Fund of Public Speaking	3
DH 111 Pre-Clinical Dental Hyg.	3	DH 111 Pre-Clinical Dental Hyg.	3
DH 112 Oral Anatomy	3	DH 112 Oral Anatomy	3
<b>DH 201 Dental Radiology</b>	<b>2</b>	<b>DH 201 Dental Radiology I</b>	<b>2</b>
DH 210 Dental Materials & Expanded Functions 1	2	DH 210 Dental Materials & Expanded Functions 1	2
CFS 111 Human Nutrition	3	CFS 111 Human Nutrition	3
CHEM 109 Chemistry for the Health Sciences	4	CHEM 109 Chemistry for the Health Sciences	4
		<b>DH 122 Preventive Dental Hygiene Care</b>	<b>1</b>
DH 121 Clinical Dental Hygiene	3	DH 121 Clinical Dental Hygiene	3
DH 130 Oral Histology & Embryology	3	DH 130 Oral Histology & Embryology	3
DH 204 Periodontics	3	DH 204 Periodontics	3
DH 206 Dental Pharmacology	3	DH 206 Dental Pharmacology	3
DH 226 Dental Materials & Expanded Functions II	2	DH 226 Dental Materials & Expanded Functions II	2
DH 309 Pain Control in Dental Hygiene	4	DH 309 Pain Control in Dental Hygiene	4
DH 211 Clinical Dental Hygiene	4	DH 211 Clinical Dental Hygiene	4
<b>DH 302 Dental Radiology</b>	<b>2</b>	<b>DH 302 Dental Radiology II</b>	<b>2</b>

DH 303 Community Dental Health	4	DH 303 Community Dental Health	4
DH 307 General & Oral Pathology	3	DH 307 General & Oral Pathology	3
SOCL 100 Intro to Sociology	3	SOCL 100 Intro to Sociology	3
DH 304 Advanced Periodontology	4	DH 304 Advanced Periodontology	4
DH 321 Clinical Dental Hygiene	5	DH 321 Clinical Dental Hygiene	5
DH 323 Research Methods	3	DH 323 Research Methods	3
DH 324 Practice Managements & Ethics	2	DH 324 Practice Managements & Ethics	2
(CFS 381 Methods & Materials in FCS Education)	(3)	(CFS 381 Methods & Materials in FCS Education)	(3)
PH 383 Biostatistics in the Health Sciences	3	PH 383 Biostatistics in the Health Sciences	3
CHEM 304 Biochemistry for the Health Sciences	4	CHEM 304 Biochemistry for the Health Sciences	4
(DH 330 Clinical Teaching)	(4)	(DH 330 Clinical Teaching)	(4)
HCA 340 Health Care Organization/Mgmt	3	HCA 340 Health Care Organization/Mgmt	3
(DH 340 Clinical Teaching II)	(4)	(DH 340 Clinical Teaching II)	(4)
PHY 350 Social Psychology	3	PHY 350 Social Psychology	3
(DH 350 Clinical Teaching III)	(4)	(DH 350 Clinical Teaching III)	(4)
<b>TOTAL PROGRAM HOURS</b> for Non-education Track (Education Track)	121 (126)	<b>TOTAL PROGRAM HOURS</b> for Non-education Track (Education Track)	122 (127)

4. **Rationale for the proposed program change:** We propose adding DH 122, Preventive Dental Hygiene. We believe that adding DH 122 will allow more time for basic instrumentation skills in DH 111, Preclinical Dental Hygiene and that adding a course concentrating on preventive care will complement DH 111.

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

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

Allied Health Department/Division:	February 12, 2010
CHHS Curriculum Committee	March 31, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Program Inventory Form**

**College of Health and Human Services  
Department of Consumer and Family Sciences  
Proposal to Revise a Program  
(Action Item)**

Contact Person: Darbi Haynes-Lawrence, [Darbi.haynes-lawrence@wku.edu](mailto:Darbi.haynes-lawrence@wku.edu), 745-2525

**1. Identification of program:**

- 1.1 Current program reference number: 563
- 1.2 Current program title: Family Consumer Sciences -Concentration in Child Life Specialist
- 1.3 Credit hours: 86 hours

**2. Identification of the proposed program changes:** We are suspending the Child Life Specialist concentration. It is one of four concentrations (Child Studies, Family and Consumer Sciences Education, Family Studies, Child Life Specialist) under the reference number 563.

**3. Detailed program description:**

This is the complete suspension of the Child Life Specialist concentration. It is one of four concentrations (Child Studies, Family and Consumer Sciences Education, Family Studies, Child Life Specialist) with the reference number 563.

Current Catalog Program Description	Proposed Catalog Program Description
<p><b>Major in Family and Consumer Sciences</b> This program (reference number 563) offers four concentrations which lead to a Bachelor of Science degree: (1) Child Studies, which provides a program of study for those who wish to work in a child-focused environment but do not want teacher certification; (2) Family and Consumer Sciences Education, which leads to teacher certification; (3) Family Studies, which provides a program of study for those who wish to work in a family-focused environment; <b>and (4) Child Life Specialist, which provides a program of study for those who wish to become a Child Life Specialist.</b></p> <p>The concentration in Child Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this concentration: CFS 111, 180, 191, 192, 292, 294, 299, 310, 311, 380, 399, 410, 492, 493, 494, 499 and SOCL 300. A minor or second major is required.</p> <p>The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in consumer and family sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science</p>	<p><b>Major in Family and Consumer Sciences</b> This program (reference number 563) offers four concentrations which lead to a Bachelor of Science degree: (1) Child Studies, which provides a program of study for those who wish to work in a child-focused environment but do not want teacher certification; (2) Family and Consumer Sciences Education, which leads to teacher certification; and (3) Family Studies, which provides a program of study for those who wish to work in a family-focused environment.</p> <p>The concentration in Child Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this concentration: CFS 111, 180, 191, 192, 292, 294, 299, 310, 311, 380, 399, 410, 492, 493, 494, 499 and SOCL 300. A minor or second major is required.</p> <p>The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in consumer and family sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science</p>



<p>degree. A grade of “C” or above must be earned in the following courses required for this major: CFS 111, 151, 180, 191, 310, 311, 380, 381, 481, 492, 493, 494, DMT 100, 110, 131, 223, CS 145 or CIS 141. Professional education courses required are: EDU 250, SEC 351, 352, 489, 490, MGE 275, 490, LTCY 444, and PSY 310. No minor is required. The concentration in Family Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this major: CFS 111, 180, 191, 310, 311, 380, 399, 410, 492, 493, 494, 495, 499, SOC 300, PSY 423 or SOC 342, PSY 430 or SOC 466 or 355, SOC 359 or Ph 365. A minor or second major is required.</p> <p><b>The concentration in Child Life Specialist requires a minimum of 27 hours in consumer and family sciences core courses, 41 hours in professional child life specialist concentration courses, and 18 credit hours of required electives for a total of 86 semester hours. A grade of “C” or above must be earned in the following courses required for this major: CFS 111, 180, 191, 192, 198, 292, 294, 295, 296, 310, 311, 313, 380, 391, 393, 395, 399, 410, 492, 493, 494, 496, 499, AH 290, REC 328, SOCL 300, 440, SWRK 436 and 450. No minor is required.</b></p>	<p>degree. A grade of “C” or above must be earned in the following courses required for this major: CFS 111, 151, 180, 191, 310, 311, 380, 381, 481, 492, 493, 494, DMT 100, 110, 131, 223, CS 145 or CIS 141. Professional education courses required are: EDU 250, SEC 351, 352, 489, 490, MGE 275, 490, LTCY 444, and PSY 310. No minor is required. The concentration in Family Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this major: CFS 111, 180, 191, 310, 311, 380, 399, 410, 492, 493, 494, 495, 499, SOC 300, PSY 423 or SOC 342, PSY 430 or SOC 466 or 355, SOC 359 or Ph 365. A minor or second major is required.</p>
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<u>Concentration in Child Studies</u>		<u>Concentration in Child Studies</u>	
CFS 111 Human Nutrition	3	CFS 111 Human Nutrition	3
CFS 180 Found. in Family & Consumer Sci	3	CFS 180 Found. in Family & Consumer Sci	3
CFS 191 Child Development	3	CFS 191 Child Development	3
CFS 192 Working w/Young Children & Fam	3	CFS 192 Working w/Young Children & Fam	3
CFS 292 Diversity in Early Child Programs	3	CFS 292 Diversity in Early Child Programs	3
CFS 294 Assessment of Young Children	3	CFS 294 Assessment of Young Children	3
CFS 299 Admin of Early Childhood Programs	3	CFS 299 Admin of Early Childhood Programs	3
CFS 310 Management of Family Resources	3	CFS 310 Management of Family Resources	3
CFS 311 Family Relations	3	CFS 311 Family Relations	3
CFS 380 Prof. Presentation Techniques in FCS	3	CFS 380 Prof. Presentation Techniques in FCS	3
CFS 399 Implications of Research in FCS	3	CFS 399 Implications of Research in FCS	3
CFS 410 Internship	3	CFS 410 Internship	3
CFS 492 Growth & Guidance of Children	3	CFS 492 Growth & Guidance of Children	3
CFS 493 Family Life Education	3	CFS 493 Family Life Education	3
CFS 494 Parenting Strategies	3	CFS 494 Parenting Strategies	3
CFS 499 Issues in Family & Child Studies	3	CFS 499 Issues in Family & Child Studies	3
SOCL 300 Using Statistics in Sociology	3	SOCL 300 Using Statistics in Sociology	3
Total	51	Total	51
<u>Concentration in Family and Consumer Sciences Education</u>		<u>Concentration in Family and Consumer Sciences Education</u>	

CFS 111 Human Nutrition	3	CFS 111 Human Nutrition	3
CFS 151 Food Science	3	CFS 151 Food Science	3
CFS 180 Found. in Family & Consumer Sci	3	CFS 180 Found. in Family & Consumer Sci	3
CFS 191 Child Development	3	CFS 191 Child Development	3
CFS 310 Management of Family Resources	3	CFS 310 Management of Family Resources	3
CFS 311 Family Relations	3	CFS 311 Family Relations	3
CFS 380 Prof. Presentation Techniques in FCS	3	CFS 380 Prof. Presentation Techniques in FCS	3
CFS 381 Methods & Materials in FCS Educ	3	CFS 381 Methods & Materials in FCS Educ	3
CFS 481 Advanced Methods in FCS Education	3	CFS 481 Advanced Methods in FCS Education	3
CFS 492 Growth & Guidance of Children	3	CFS 492 Growth & Guidance of Children	3
CFS 493 Family Life Education	3	CFS 493 Family Life Education	3
CFS 494 Parenting Strategies	3	CFS 494 Parenting Strategies	3
DMT 100 Intro to Housing & Interior Design	3	DMT 100 Intro to Housing & Interior Design	3
DMT 110 Design Concepts	3	DMT 110 Design Concepts	3
DMT 131 Basic Apparel Construction	3	DMT 131 Basic Apparel Construction	3
DMT 223 Textiles	3	DMT 223 Textiles	3
CS 145 Intro to Computing	3	CS 145 Intro to Computing	3
<u>OR</u> CIS 141 Basic Computer Literacy		<u>OR</u> CIS 141 Basic Computer Literacy	
EDU 250 Intro to Teacher Education	3	EDU 250 Intro to Teacher Education	3
SEC 351 Teach Strategies for Secondary Sch	3	SEC 351 Teach Strategies for Secondary Sch	3
SEC 352 Planning for Student Diversity	3	SEC 352 Planning for Student Diversity	3
EDU 489 Student Teaching Seminar	3	EDU 489 Student Teaching Seminar	3
SEC 490 Student Teaching	5	SEC 490 Student Teaching	5
MGE 275 Found of Middle Grades Instr.	3	MGE 275 Found of Middle Grades Instr.	3
MGE 490 Student Teaching	5	MGE 490 Student Teaching	5
LTCY 444 Reading in the Secondary Grades	3	LTCY 444 Reading in the Secondary Grades	3
PSY 310 Educational Psychology	3	PSY 310 Educational Psychology	3
Total Hours	82	Total Hours	82
<u>Concentration in Family Studies</u>		<u>Concentration in Family Studies</u>	
CFS 111 Human Nutrition	3	CFS 111 Human Nutrition	3
CFS 180 Found. in Family & Consumer Sci	3	CFS 180 Found. in Family & Consumer Sci	3
CFS 191 Child Development	3	CFS 191 Child Development	3
CFS 310 Management of Family Resources	3	CFS 310 Management of Family Resources	3
CFS 311 Family Relations	3	CFS 311 Family Relations	3
CFS 380 Prof. Presentation Techniques in FCS	3	CFS 380 Prof. Presentation Techniques in FCS	3
CFS 399 Implications of Research in FCS	3	CFS 399 Implications of Research in FCS	3
CFS 410 Internship	3	CFS 410 Internship	3
CFS 492 Growth & Guidance of Children	3	CFS 492 Growth & Guidance of Children	3
CFS 493 Family Life Education	3	CFS 493 Family Life Education	3
CFS 494 Parenting Strategies	3	CFS 494 Parenting Strategies	3
CFS 495 Interpersonal/Relationship Violence	3	CFS 495 Interpersonal/Relationship Violence	3
CFS 499 Issues in Family & Child Studies	3	CFS 499 Issues in Family & Child Studies	3
SOC 300 Using Statistics in Sociology	3	SOC 300 Using Statistics in Sociology	3
PSY 423 Psych of Adult Life & Aging	3	PSY 423 Psych of Adult Life & Aging	3
<u>OR</u> SOC 342 Aging in Society		<u>OR</u> SOC 342 Aging in Society	
PSY 430 Psychology of Women	3	PSY 430 Psychology of Women	3
<u>OR</u> SOC 466 Gender, Family & Society		<u>OR</u> SOC 466 Gender, Family & Society	
<u>OR</u> SOC 355 Sociology of Gender		<u>OR</u> SOC 355 Sociology of Gender	

SOC 359 Sexuality & Society	3	SOC 359 Sexuality & Society	3
OR PH 365 Human Sexuality		OR PH 365 Human Sexuality	
Total Hours	<u>51</u>	Total Hours	<u>51</u>
<b><u>Concentration in Child Life Specialist</u></b>		<b><u>Suspend Concentration in Child Life Specialist</u></b>	
CFS 111 Human Nutrition	3		
CFS 180 Found. in Family & Consumer Sci	3		
CFS 191 Child Development	3		
CFS 192 Working w/Young Children & Fam	3		
CFS 198 Guide & Problem-Solving Appr for Young Children	3		
CFS 292 Diversity in Early Child Programs	3		
CFS 294 Assessment of Young Children	3		
CFS 295 Curr & Devel for Infants & Toddlers	3		
CFS 296 Curr & Devel. For Preschool & Kinder	3		
CFS 310 Management of Family Resources	3		
CFS 311 Family Relations	3		
CFS 313 Practicum in Human Environment	3		
CFS 380 Prof. Presentation Techniques in FCS	3		
CFS 391 Risk & Resilience	3		
CFS 393 Role of Play in Child Development	3		
CFS 395 Child & Family Stress	3		
CFS 399 Implications of Research in FCS	3		
CFS 410 Internship	3		
CFS 492 Growth & Guidance of Children	3		
CFS 493 Family Life Education	3		
CFS 494 Parenting Strategies	3		
CFS 496 Addressing Challenging Behav in Young Children	3		
CFS 499 Issues in Family & Child Studies	3		
AH 290 Medical Terminology	2		
REC 328 Inclusive Recreation	3		
SOCL 300 Using Statistics in Sociology	3		
SOCL 440 Medical Sociology	3		
SWRK 436 Services to Children	<u>3</u>		
SWRK 450 Child Maltreatment	86		
Total Hours			

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

In the process of modifying the program to meet the new 120 hour degree requirements, the Child Life Specialist program becomes the Child Studies concentration (563) with a minor. Therefore we wish to suspend this program. Students interested in becoming a "Child Life Specialist" will major in Family Consumer Sciences with a concentration in Child Studies (reference number 563) with a minor selected with guidance from their advisor.

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

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

Consumer & Family Sciences Department/Division: 3/5/10

CHHS Undergraduate Curriculum Committee 3/31/2010

Undergraduate Curriculum Committee 22 April 2010\_

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

**Attachment: Program Inventory Form**

Proposal Date: March 3, 2010

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

Contact Person: Dr. Rick Shannon, [rick.shannon@wku.edu](mailto:rick.shannon@wku.edu) , 5-2483

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: MKT 331
- 1.2 Course title: Social Media Marketing
- 1.3 Abbreviated course title: Social Media Marketing
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: MKT 220
- 1.7 Course catalog listing: The use of online social channels (social networking sites, websites, search engines, forums/message boards, video-sharing sites) to achieve marketing goals, including targeting markets on the social web, increasing effectiveness of communication in social web channels, and measuring the success of social media marketing campaigns.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Social network marketing is one of the hottest topics in marketing right now. The proliferation of social networking sites and companies' rapidly increasing usage of these sites makes it an area in which students need to be prepared. More and more companies are creating positions exclusively in Social Media Marketing. When we had a guest speaker who is the Director of Marketing for the National Basketball Association on campus in December 2009, he was excited about us creating this course.
- 2.2 Projected enrollment in the proposed course: 30+ per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: This course works to supplement material covered in Marketing on the World Wide Web (MKT 328) and Integrated Marketing Communications (MKT 322), expanding the coverage of basic materials in these courses into the rapidly expanding area of social media marketing.
- 2.4 Relationship of the proposed course to courses offered in other departments: While other departments offer web development courses, none offer a Social Media course of which we are aware. WKU has offered workshops in using social media, but does not currently offer any classes in this area.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This is a very new area of focus in marketing. While a few other schools (University of San Diego, University of New Hampshire, and University of Georgia) offer such a course at this time, it is almost certain that many are developing courses similar to this. Many schools, including UCLA, UC-Santa Barbara, and UC – Berkeley are teaching the course as a one-day or multiple-day extension course and for-profit consulting firms are offering multiple-day seminars around the country.

**3. Discussion of proposed course:**

- 3.1 Course objectives:
  - Students will become familiar with the wide array of social media outlets, both in personal and professional settings.
  - Students will understand the strengths and weaknesses of social media outlets as marketing tools.

- Students will become familiar with the tools and metrics available in various social media channels
- Students will understand the creative and strategic concepts in various social media used in achieving desired marketing outcomes.
- Students will identify issues with designing, executing and evaluating a social media campaign

### 3.2 Content outline:

- The Evolution of Social Media as a Marketing Tool
  - Definition of Social Media
  - Early Social Media
  - Pushback of Traditional Marketing Methods and Need for New Channels
  - Social Media and Marketing
  - Elements of Social Media
- Theories and Concepts of Social Media
  - Word-of-Mouth Theories, Viral Marketing
  - Social Feedback Cycle
  - Consumer Generated Content
  - Marketer Participation in Social Media Strategy
  - Influence and Measurement of Social Media
- Social Media Platforms as Marketing Tools
  - Social Networks (Facebook, MySpace, Linked-In, etc.)
  - White Label Platforms (message/support boards, forums, communities)
  - Search Engine Optimization (Google Adwords)
  - Blogs/Microblogs (Twitter)
  - Video/Content sharing (YouTube)
  - Reviews, Ratings, Recommendations
- Social Media Marketing Plan Development
  - Define marketing objectives and audience
  - Choosing social media metrics
  - Selecting appropriate social media platforms for objectives/audience
  - Writing and Presentation of Social Media Marketing Plan
  - Executing creative strategy and design in selected platforms
  - Evaluating Effectiveness of Social Media Plans.

### 3.3 Student Expectations and Requirements:

At the end of this course, students will be able to:

- Identify a wide array of social media outlets and identify those appropriate for marketing a variety of products and services.
- Create and execute a social media marketing plan using a variety of social media tools.
- Evaluate the strengths and weaknesses of various social media outlets for a variety of marketing strategies.
- Evaluate the effectiveness of various social media tools and campaigns

### 3.4 Tentative texts and course materials:

- Weinberg, Tamar (2009). *The New Community Rules: Marketing on the Social Web*. O'Riley Publishing: Sebastapol, CA.
- Evans, Dave. (2008) *Social Media Marketing: An Hour a Day*. Wiley Publishing: Indianapolis, IN.
- Will also be utilizing popular press articles as relevant to course topics.

## 4. Resources:

4.1 Library resources: Not needed (see attached library resources form)

4.2 Computer resources: Internet connectivity

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty will staff 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: Fall 2010**

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

Marketing and Sales Department: March 4, 2010

GFCOB Curriculum Committee March 31, 2010

Undergraduate Curriculum Committee 22 April 2010

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

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

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

Contact Person: Dr. Rick Shannon, [rick.shannon@wku.edu](mailto:rick.shannon@wku.edu) , 5-2483

**1. Identification of program:**

- 1.1 Current program reference number: 720
- 1.2 Current program title: Marketing
- 1.3 Credit hours: 73

**2. Identification of the proposed program changes:** Change the title of the General Marketing concentration to Strategic Marketing.

**3. Detailed program description:** program name change only

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

Strategic Marketing is a better description of what this concentration provides for students. When this title was developed, we had only two concentrations: General Marketing and Sales. As we add additional concentrations, the name has been confusing to students and not an accurate description of the program. It provides a strategic view of the world of marketing, making the new name more appropriate and accurate as a descriptor for the program.

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

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

Marketing and Sales Department: March 4, 2010

GFCOB Curriculum Committee March 31, 2010

Undergraduate Curriculum Committee 22 April 2010

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

**Attachment: Program Inventory Form**



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

Contact Person: Dr. Rick Shannon, [rick.shannon@wku.edu](mailto:rick.shannon@wku.edu), 5-2483

**1. Identification of program:**

- 1.1 Current program reference number: 720
- 1.2 Current program title: Marketing
- 1.3 Credit hours: 73

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

Add a new concentration in Social Media Marketing

**3. Detailed program description:**

This is a new concentration which will be offered in addition to our two existing concentrations: a) Strategic Marketing and b) Sales. The design of this concentration mirrors the existing concentrations with three required courses and two electives.

<b>CURRENT MARKETING PROGRAM</b>	<b>PROPOSED MARKETING PROGRAM</b>
<b>Business Core Courses (42 hours)</b>	<b>Business Core Courses (42 hours)</b>
<b>Marketing major core courses (16 hours)</b>	<b>Marketing major core courses (16 hours)</b>
MKT 321 Consumer Behavior (3) MKT 325 Personal Selling (3) MKT 421 Market Research (3) MKT 422 Marketing Management (3) MKT 499 Senior Assessment in Marketing (1) MGT 361 Business Writing (3)	MKT 321 Consumer Behavior (3) MKT 325 Personal Selling (3) MKT 421 Market Research (3) MKT 422 Marketing Management (3) MKT 499 Senior Assessment in Marketing (1) MGT 361 Business Writing (3)

<b>Strategic Marketing Concentration</b>	<b>Strategic Marketing Concentration</b>
MKT 322 Integrated Mktg Communications (3) <b>OR</b> MKT 427 Entrepreneurial Marketing (3)	MKT 322 Integrated Mktg Communications (3) <b>OR</b> MKT 427 Entrepreneurial Marketing (3)
MKT 323 Services Marketing (3) <b>OR</b> MKT 324 International Marketing (3)	MKT 323 Services Marketing (3) <b>OR</b> MKT 324 International Marketing (3)
MKT 327 Retail Management (3) <b>OR</b> MKT 423 Purchasing and Physical Distribution (3)	MKT 327 Retail Management (3) <b>OR</b> MKT 423 Purchasing and Physical Distribution (3)
Marketing Elective (3)	Marketing Elective (3)
Professional Elective (3)	Professional Elective (3)

<b>Sales Concentration</b>	<b>Sales Concentration</b>
MKT 329 Business-to-Business Marketing (3)	MKT 329 Business-to-Business Marketing (3)
MKT 424 Salesforce Management (3)	MKT 424 Salesforce Management (3)
MKT 425 Advanced Personal Selling (3)	MKT 425 Advanced Personal Selling (3)
Marketing Elective (3)	Marketing Elective (3)
Professional Elective (3)	Professional Elective (3)
	<b>Social Media Marketing Concentration (new)</b>
	<b>MKT 322 Integrated Marketing Communications (3)</b>
	<b>MKT 328 Marketing on the World Wide Web (3)</b>
	<b>MKT 331 Social Media Marketing (3)</b>
	<b>Marketing Elective (3)</b>
	<b>Professional Elective (3)</b>

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

Social Media Marketing is one of the newest and hottest areas of Marketing. While it has only been used as a major marketing tool for a few years, it has grown into a major method of marketing products and services, both at the consumer level and in business-to-business marketing. Few universities offer a program such as this at this time, so this provides an opportunity for Western Kentucky University to create a competitive advantage over other schools in the state and in the region.

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

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

Marketing and Sales Department: March 4, 2010

GFCOB Curriculum Committee March 31, 2010

Undergraduate University Curriculum Committee \_\_\_\_\_

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

**Attachment: Program Inventory Form**

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

Contact Person: Philip Lienesch, [Philip.Lienesch@wku.edu](mailto:Philip.Lienesch@wku.edu), 5-6006

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: BIOL 458
- 1.2 Course title: Fishery Biology
- 1.3 Credit hours: 3 (2L/2B)

**2. Revise course title:**

- 2.1 Current course title: Fishery Biology
- 2.2 Proposed course title: Fisheries Management
- 2.3 Proposed abbreviated title: Fisheries Management
- 2.4 Rationale for revision of course title: Fisheries Management is a better description of the content of the course and is a title federal and state agencies look for when hiring fisheries biologists. Fisheries Management includes Fisheries Biology plus discussions of the agencies and regulations used to manage fisheries.

**3. Revise course prerequisites:**

- 3.1 Current prerequisites: BIOL 224-225 and permission of instructor
- 3.2 Proposed prerequisites: BIOL 224-225
- 3.3 Rationale for revision of course prerequisites: If students have completed BIOL 224-225, they should have the necessary knowledge to succeed in the class.
- 3.4 Effect on completion of major/minor sequence: none

**4. Revise course catalog listing:**

- 4.1 Current course catalog listing: A course dealing with various aspects of population of freshwater fishes. Emphasis will be directed toward reproduction and development, food and feeding habits, age and growth, population dynamics, pollution effects, culture techniques and fish surveys.
- 4.2 Proposed course catalog listing: A study of the factors affecting fish populations. Topics covered include life history traits, sampling techniques, management practices, and policies regulating the management of fish populations. Off-campus and overnight weekend field trips and a course fee are required.
- 4.3 Rationale for revision of course catalog listing: Modern fisheries biologists take a more proactive role in regulating fish populations rather than simply monitoring them. The proposed listing reflects the changing importance of management actions and regulations in the field. The proposed listing also specifies the new travel requirements.

**5. Revise course credit hours:**

- 5.1 Current course credit hours: 3 (2L/2B)
- 5.2 Proposed course credit hours: 4 (2L/4B)
- 5.3 Rationale for revision of course credit hours: The original course had 2 hours of lecture and a 2-hour lab. Changing the number of credit hours to 4 (2 hours of lecture and a 4-hour lab) will allow for additional time in the field where the students will apply fisheries management techniques at regional streams and reservoirs.

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

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

Biology Department: March 19, 2010

OCSE Curriculum Committee April 1, 2010

Undergraduate Curriculum Committee 22 April 2010

University Senate

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**Attachment: Course Inventory Form**

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

Contact Person: Nevil Speer, [nevil.speer@wku.edu](mailto:nevil.speer@wku.edu), 5959

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: AGECE 391
- 1.2 Course title: Survey of Commodity Futures and Options
- 1.3 Abbreviated course title: Commodity Futures Options
- 1.4 Credit hours: 3
- 1.5 Schedule type: Lecture
- 1.6 Prerequisites: AGECE 360 and AGRI 291.
- 1.7 Course description: Introductory overview of physical commodity futures and options markets including history, function, analysis, trends and strategies, with specific focus on agricultural and food industry applications.

**2. Rationale**

- 2.1 Reason for developing the proposed course: Commodities are an essential component of the world's economy, and there exists a number of commodity exchanges across the globe. However, in recent years, the influence and interconnectedness of these exchanges has dramatically increased due to the financialization process of commodities precipitated by the rapid growth of index investment. The developments have significant impact on investment strategies (including equity markets) and influence the behavior of commodity markets. Therefore, the ability to understand commodity price trends and subsequent risk management is increasingly important. Students preparing for agricultural / food industry careers should understand the dynamics of these markets.
- 2.2 Projected enrollment in the proposed course: Approximately 15-20 students per semester based on interest in previous temporary course offering.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Agriculture Department currently offers Ag Marketing (AGECE 362). Primary emphasis of the course is uni-directional: cash marketing of farm products and various institutions which facilitate marketing (e.g. cooperatives). The course is not designed to provide comprehensive overview of futures and options, the role of speculators, and the subsequent function of such markets with respect to risk management for both producers and end-users of all types and sizes.
- 2.4 Relationship of the proposed course to courses offered in other academic units: The Finance Department possesses a course (FIN 432) which covers derivatives across a wide variety of applications including equities and interest rates. The course involves the study of underlying theory associated with futures markets in general. Course material avoids in-depth coverage of items unique to physical commodities such as seasonality, carry and associated costs, basis, physical delivery, cash settlement indexes, and "crush" or "crack" principles; neither does the course provide specific agriculture and food business applications. Additionally, commodity futures and options markets fall under one federal regulatory structure (CFTC ) and equities under another (SEC). Moreover, FIN 432 has been suspended.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Numerous universities provide instruction related to commodity and/or agricultural futures and options. For example, the

University of Kentucky offers Agricultural Futures Markets (AEC321). A similar type of course will be found at nearly any land-grant institution.

**3. Description of proposed course**

3.1 Course objectives:

- Overview of futures markets operations and clearing house principles.
- Working knowledge of both fundamental and technical analysis of commodity markets.
- Ability to use futures and options as risk management tools.
- Understanding of the influence of speculative positions.
- Analysis of various forces influencing physical commodities.

3.2 Course content outline:

- Review of supply and demand – influence upon markets
- Introduction to futures markets (history, exchanges)
- Forward vs. futures vs. spot markets
- Trading basics and logistics (brokers, contracts, clearing house, margin)
- Role of basis
- Speculators vs. hedgers (non-commercial vs. commercial)
- Hedging strategies
- Market trends and analysis (fundamental vs. technical)
- Options markets (puts vs. calls)
- Multi-commodity trades (crush)

3.3 Student expectations and requirements: Student expectations may include application assignments, participating actively in class discussions, and/or leading class discussion on an assigned topic. Additionally, students will be evaluated utilizing quizzes, mid-term exams and a final exam assessing student understanding of course content.

3.4 Tentative text(s)

Understanding Futures Markets, Robert Kolb and James Overdahl, Blackwell Publishing, c. 2006  
Agricultural Futures and Options: Principles and Strategies, Wayne D. Purcell and Stephen R. Koontz, Prentice Hall, c. 1999

**4. Resources:**

- 4.1 Library resources: See attached Library Resources Form and Bibliography  
4.2 Computer resources: adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current faculty within the department will be utilized to teach the class on an in-load basis; no additional staffing will be required to provide instruction.  
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, 2010

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

Department of Agriculture:	January 12, 2010
OCSE Curriculum Committee	February 4, 2010
Undergraduate Curriculum Committee	22 April 2010

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

**University College**  
**Chinese Flagship**  
**Proposal to Create a New Course**  
(Action item)

Contact Person: Liping Chen    [liping.chen@wku.edu](mailto:liping.chen@wku.edu)    270-745-2837

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: CHNF 101
- 1.2 Course title: Intensive Elementary Chinese I
- 1.3 Abbreviated course title: Intensive Elem Chin I
- 1.4 Credit hours and contact hours: 4 credit hours; 6 contact hours
- 1.5 Schedule type: Lecture/Lab
- 1.6 Prerequisite: Enrollment in the Chinese Flagship Program, or instructor permission
- 1.7 Course catalog listing:  
Introductory instruction to Chinese reading, writing and conversational skills through exposure to daily life topics; designed for students with no previous study of Chinese.

**2. Rationale**

- 2.1 Reason for developing the proposed course: The Chinese Flagship Program was created at WKU in Fall 2009 through a federal grant and is charged with the development of a four-year innovative curriculum incorporating the best practices in the field to prepare students to reach a superior level of proficiency upon finishing this program. This course has been developed as part of the mandate of the Chinese Flagship. It was offered in Fall 2009 as a temporary course and will be taught again on a temporary basis in the summer of 2010 due to the successful marketing of our Flagship summer program.
- 2.2 Projected enrollment in the proposed course: Based on our enrollment in 2009, we expect to recruit 10-15 for the course.
- 2.3 Relationship of the proposed course to courses now offered by the department: As noted above, this course was offered on a temporary basis in Fall 2009 as a first year course out of a 4-year sequence that is under development. This course helps provide the students the necessary language skills to take the content courses that are offered and will be offered in the department to prepare them for their capstone year in Nanjing University, as required by the Chinese Flagship.
- 2.4 Relationship of the proposed course to courses offered in other departments: Although 100 level Chinese language courses have been offered in Modern Languages Department for many years, the proposed Flagship Intensive Elementary Chinese courses are different from them. The Chinese Flagship courses are unique at WKU due to the program's outcomes-based intensive curriculum (6 hours / 4 credits vs. 3 hours/3 credits in Modern Languages Department). This course, along with other extracurricular activities and required study abroad experiences, will provide accelerated and immersion-style language instruction and learning that are normally not available in a traditional language program. Non-Flagship students are not likely to enroll in the proposed course, though they may do so with faculty approval from the Flagship program.
- 2.5 Relationship of the proposed course to courses in other institutions: This is a common course for language programs that offer intensive Chinese courses. Similar courses that are offered in other Chinese Flagship programs include CHIN111 at the University of Mississippi, CHIN 101 at San Francisco State University, CHN111 at the University of Rhode Island.

**3. Discussion of proposed course**

- 3.1 Course objectives:



Help students with no prior language experience develop basic speaking/listening and reading/writing skills to a novice high to intermediate low level, as set by ACTFL. Upon finishing this course, students will be able to converse and write on daily life topics such as self, family, calendar/time, weather/seasons, daily routines, leisure and activities, transportation, shopping, food, occupations/professions, etc. In addition, students in this course are expected to grasp Pinyin and a minimal 300 simplified characters.

3.2 Course outline:

As this course is a proficiency-oriented and outcomes-based course, the content will vary depending on the textbook and instructor. However, the content of this course will be consistent with the benchmarks for novice high to intermediate low proficiency in all 4 skills. Common topics at this level include greetings, family, dates and time, hobbies, making appointments, shopping, school life, weather, and transportation.

3.3 Student expectations and requirements

They are expected to do weekly reading, writing and listening assignments, one-on-one tutorial with native speakers of Chinese instructors, and regular oral presentations. In addition, students will take standardized Chinese tests required by the Flagship Program.

3.4 Tentative text(s):

*Integrated Chinese: Level 1, Part 1* (third edition), by Yuehua Liu and Tao-Chung Yao. Cheng and Tsui . 2009.

**4. Resources**

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

**5. Budget implications**

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

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

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

Chinese Flagship	<u>04/08/2010</u>
University College Curriculum Committee	04/14/10
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**University College  
Chinese Flagship  
Proposal to Create a New Course**

Contact Person: Liping Chen    [liping.chen@wku.edu](mailto:liping.chen@wku.edu)    270-745-2837

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: CHNF 102
- 1.2 Course title: Intensive Elementary Chinese II
- 1.3 Abbreviated course title: Intensive Elem Chin II
- 1.4 Credit hours and contact hours: 4 credit hours; 6 contact hours
- 1.5 Schedule type: Lecture/Lab
- 1.6 Prerequisite: CHNF101
- 1.7 Course catalog listing:  
Continued introductory intensive instruction in Chinese; designed to further build students' communication skills to an intermediate level.

**2. Rationale**

- 2.1 Reason for developing the proposed course:  
The Chinese Flagship Program was created at WKU in Fall 2009 through a federal grant and is charged with the development of a four-year innovative curriculum incorporating the best practices in the field to prepare students to reach a superior level of proficiency upon finishing this program. This course has been developed as part of the mandate of the Chinese Flagship. It was offered in Spring 2010 as a temporary course and will be taught again on a temporary basis in the summer of 2010 due to the successful marketing of our Flagship summer program.
- 2.2 Projected enrollment in the proposed course:  
Based on our enrollment in 2010, we expect to recruit 10-15 students for the course.
- 2.3 Relationship of the proposed course to courses now offered by the department  
As noted above, this course was offered on a temporary basis in Spring 2010 as a first year course out of a 4-year sequence that is under development. This course continues to provide students the necessary language skills to take the content courses that are offered and will be offered in the department to prepare them for their capstone year in Nanjing University, as required by the Chinese Flagship.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
Although 100- level Chinese language courses have been offered in Modern Languages Department for many years, the proposed Flagship Intensive Elementary Chinese courses are different from them. The Chinese Flagship courses are unique at WKU due to the program's outcomes-based intensive curriculum that aims to prepare students to reach a superior level of proficiency in Chinese after four years of study. This course, along with other extracurricular activities and required study abroad experiences, will provide accelerated and immersion-style language instruction and learning that are normally not available in a traditional language program. Non-Flagship students are not likely to enroll in the proposed course, though they may do so with faculty approval from the Flagship program.
- 2.5 Relationship of the proposed course to courses in other institutions  
This is a common course for language programs that offer intensive Chinese courses. Similar courses that are offered in other Chinese Flagship programs include CHIN112 at the University of Mississippi, CHIN 102 at San Francisco State University, CHN112 at the University of Rhode Island.

### 3. Discussion of proposed course

### 3.1 Course objectives:

Help students further develop their speaking/listening and reading/writing skills to an intermediate low-mid level. Upon finishing this course, students will be able to converse and write on an increasingly broad range of topics such as shopping, transportation, health, holidays/celebrations, education, travel/vacations, future plans, and culture/contemporary issues. In addition, students in this course are expected to grasp a minimal 350 simplified characters.

### 3.2 Course outline:

As this course is a proficiency-oriented and outcomes-based course, the content will vary depending on the textbook and instructor. However, the content of this course will be consistent with the ACTFL benchmarks for intermediate low-mid level in all 4 skills. Common topics at this level include shopping, renting an apartment, seeing doctor, travel, dating, weather/seasons, asking directions, sports, party, etc.

### 3.3 Student expectations and requirements

They are expected to do weekly reading, writing and listening assignments, one-on-one tutorial with native speakers of Chinese instructors, and regular oral presentations. In addition, students will take standardized Chinese tests required by the Flagship Program.

**3.4** Tentative text(s): *Integrated Chinese: Level 1, Part 2* (third edition), by Yuehua Liu and Tao-Chung Yao. Cheng and Tsui . 2009.

## 4. Resources

4.1 Library resources: Adequate

#### 4.2 Computer resources: Adequate

## 5. Budget implications

5.1 Proposed method of staffing: Departmental support

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

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

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

Chinese Flagship 04/08/2010

University College Curriculum Committee 04/14/10

Undergraduate Curriculum Committee 22 April 2010

University Senate

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

Contact Person: Paul Markham, [paul.markham@wku.edu](mailto:paul.markham@wku.edu), 5-3221

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ICSR 300
- 1.2 Course title: Public Problem Solving
- 1.3 Abbreviated course title: PUBLIC PROBLEM SOLVING
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: A
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: An applied learning experience focused on a broad-based form of community organizing and development generally aimed at building capacity for democratic engagement in both rural and urban environments.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: In addition to WKU's formal mission statement to prepare "students to be productive, engaged leaders in a global society," our institution upholds a number of other commitments directed toward the development of socially responsible citizens. These commitments include: (1) the emphasis on "community and civic engagement" in the President's revised strategic plan, (2) WKU's QEP goal to educate students who will "engage with communities other than their own in purposeful learning activities that explicitly address their capacity and responsibility to contribute to community and society," (3) our Carnegie Foundation for the Advance of Teaching – Community Engagement Classification, which has the goal of "deepening students' civic and academic learning," (4) President Ransdell's signing of the Campus Compact Declaration to "advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility," (5) our role as an AAC&U Core Commitment 2<sup>nd</sup> Tier Institution which includes a commitment to "create learning environments that prepare students to fulfill their obligations in an academic community and as global and local citizens," and finally (6) WKU's role as a leader in the Kentucky Regional Stewardship program which has the aim of "promoting regional and statewide economic development, livable communities, social inclusion, creative governance, and civic participation through public engagement activities."

This course is a core requirement of the undergraduate certificate in Citizenship and Social Responsibility. *Public Problem Solving* will provide the practical framework for applying theoretical knowledge necessary to build capacity among diverse constituents for solving complex problems in society. The course will address WKU's commitment to educating socially responsible citizens by exploring the theoretical and practical dimensions of the ICSR's "Public Work" approach, which explores the public dimensions of professions, disciplines, and individual experiences and builds skills and capacities to be agents of social change. This course will meet these goals by serving as a foundational experience for students enrolled in the ICSR Certificate in Citizenship and Social Responsibility.

- 2.2 Projected enrollment in the proposed course: 18-20 students. This number is based on enrollment in ICSR 301 courses and number of students expressing interest in the Certificate.

- 2.3 Relationship of the proposed course to courses now offered by the department: None
- 2.4 Relationship of the proposed course to courses offered in other departments: Although taught at the graduate level, this course is related to SWRK 621 - Rural Community Organization and Development taught in the Department of Social Work. While SWRK 621 is built exclusively on rural social work theory, ICSR 300 focuses on a broad-based form of organizing generally aimed at building capacity for democratic engagement and is applicable in both rural and urban environments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course shares similarities with a number of courses offered at other institutions. Examples include: PAL 154 – Public Narrative, taught at Harvard University; PA 1401 – Organizing for the Public Good, taught at the University of Minnesota; PA 411 – Foundations of Citizenship and Community Leadership, taught at Portland State University; HCOMM 205 – Collaborative Service Learning, taught at Denver University; and PUP 315 – Civic Imagination and Social Entrepreneurship, taught at the University of Maryland Baltimore County.

### 3. Discussion of proposed course:

- 3.1 Course objectives:
  - This course will equip students with the concepts of broad-based organizing which include:
    - Power and empowerment
    - Self-interest
    - Public work
    - One-to-one relational meetings
    - Skill development for public problem-solving
  - Students will also gain a deeper understanding of the theoretical and practical issues involved in using story as a critical aspect of public work
  - Students will practice public problem solving skills and have the opportunity to develop a strategic plan related to their field of interest
- 3.2 Content outline:
  - I. Introduction to Public Problem Solving
    - A. Understanding Citizenship
    - B. Defining Community
  - II. Developing a Public Narrative
    - A. Introduction to Public Work
    - B. The use of Narrative
    - C. Telling the Story of *Self*, *Us*, and *Now*
  - III. The Principles and Tools of Public Problem Solving
    - A. Power and Evaluation
    - B. Self-Interest and One-to-One Meetings
    - C. Public Life and Group Dynamics
    - D. Diversity and Active Reflection
    - E. Strategy and Mapping
  - IV. Application of Public Problem Solving Strategy
    - A. Practicing the Skills of Public Problem Solving
    - B. Development of Relevant Work Plans
- 3.3 Student expectations and requirements:
  - Students will:
    - demonstrate through discussion and written work their understanding of the theoretical framework and principles of public problem solving;
    - continually reflect on their practice and experience through the use of an online journal or blog;

- have the opportunity to apply public problem solving skills to develop a work plan specific to their field of interest.
- 3.4 Tentative texts and course materials:
  - Readings will include such works as:
    - *The Citizen Solution* – Harry Boyte
    - *Roots for Radicals* – Ed Chambers
    - *The Good Society* – Robert Bellah
    - *Democracy in America* – Alexis De Tocqueville
    - *Services are Bad for People* – John McKnight
    - *Emotions and Judgments of Value* – Martha Nussbaum
    - *Twenty Years at Hull House* – Jane Addams
    - *The Human Condition* – Hannah Arendt
    - *Why Community Matters* – Nick Longo
    - *What is Public Narrative* – Marshall Ganz

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: Current 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: 201030**

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

Institute for Citizenship and Social Responsibility	February 5, 2010
University College Curriculum Committee	March 1, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

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

Proposal Date: February 5, 2010

**University College  
Institute for Citizenship and Social Responsibility  
Proposal to Create a New Course  
(Action Item)**

Contact Person: Eric Bain-Selbo, [eric.bain-selbo@wku.edu](mailto:eric.bain-selbo@wku.edu), x55744

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ICSR 499
- 1.2 Course title: Public Work Capstone Experience
- 1.3 Abbreviated course title: PUBLIC WORK
- 1.4 Credit hours and contact hours: 1-3; repeatable up to six hours
- 1.5 Type of course: I/P/S
- 1.6 Prerequisites: ICSR 300 and permission of instructor.
- 1.7 Course catalog listing: A capstone experience in which students engage in and reflect upon public work.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: In addition to WKU's formal mission statement to prepare "students to be productive, engaged leaders in a global society," our institution upholds a number of other commitments directed toward the development of socially responsible citizens. These commitments include: (1) the emphasis on "community and civic engagement" in the President's revised strategic plan, (2) WKU's QEP goal to educate students who will "engage with communities other than their own in purposeful learning activities that explicitly address their capacity and responsibility to contribute to community and society," (3) our Carnegie Foundation for the Advance of Teaching – Community Engagement Classification, which has the goal of "deepening students' *civic* and academic learning," (4) President Ransdell's signing of the Campus Compact Declaration to "advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility," (5) our role as an AAC&U Core Commitment 2<sup>nd</sup> Tier Institution which includes a commitment to "create learning environments that prepare students to fulfill their obligations in an academic community and as global and local citizens," and finally (6) WKU's role as a leader in the Kentucky Regional Stewardship program which has the aim of "promoting regional and statewide economic development, livable communities, social inclusion, creative governance, and civic participation through public engagement activities." While these are worthy commitments, academic departments and colleges have only minimally integrated them into curricula. The proposed certificate program that accompanies this course proposal is an ambitious effort to create a curricular option for students that reflects more substantively these commitments.

This proposed course is the capstone experience for the Certificate in Citizenship and Social Responsibility. As the culmination of their program, students will be engaged in ICSR approved public work and reflect about their work (integrating perspectives from other courses they have taken in the certificate program) in written assignments and seminar discussions.

Much of the content of the courses in the certificate program comes to fruition in this capstone experience. Such an experience (as with all capstone courses) allows students to integrate previous learning and articulate what they have learned. In this capstone course, they will do achieve both

of these objectives in the context of a service-learning, internship, or practicum activity that will require them to apply their knowledge in an engagement activity (which, consequently, will work to inform and enhance their knowledge).

- 2.2 Projected enrollment in the proposed course: 10-15 during any given semester, based on projections of enrollment in the certificate program.
- 2.3 Relationship of the proposed course to courses now offered by the department: ICSR 499 allows practical application of theoretical constructs provided in ICSR 300.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is similar to other internship or practicum courses offered in a number of departments at WKU.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Internships or practicums are common requirements throughout higher education. For example, similarities exist with SWK 405: Social Work Practice: Community Organization at Northern Kentucky University (a required course in the Certificate in Social Justice Program).

**3. Discusson of proposed course:**

- 3.1 Course objectives: Students will
  - engage in ICSR approved public work;
  - reflect upon their public engagement and record their reflections in written work;
  - integrate previous learning in their reflections and writings about their public engagement;
  - share their experiences and reflections in seminar discussions.
- 3.2 Content outline: Will vary depending on instructor and student work.
- 3.3 Student expectations and requirements: Students are expected to fulfill all their public work hours, produce requisite written work, and be active participants in seminar discussions.
- 3.4 Tentative texts and course materials: Will vary depending on instructor and student work; the focus of the course, however, is on what students produce and not external readings.

**4. Resources:**

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

**5. Budget implications:**

- 5.1 Proposed method of staffing: This course will rotate among the ICSR directors and other faculty working with the ICSR.
- 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: 201030**

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

Institute for Citizenship and Social Responsibility	February 5, 2010
University College Curriculum Committee	March 1, 2010
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

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



**University College  
Institute for Citizenship and Social Responsibility  
Proposal to Create a New Certificate Program  
(Action Item)**

Contact Person: Eric Bain-Selbo, [eric.bain-selbo@wku.edu](mailto:eric.bain-selbo@wku.edu), x55744

**1. Identification of program:**

- 1.1 Program title: Certificate in Citizenship and Social Responsibility
- 1.2 Required hours in program: 18 credit hours
- 1.3 Catalog description: An interdisciplinary program focusing on contemporary social issues that prepares students to be effective citizens—civic agents of change for the common good. The certificate program includes both coursework and co-curricular public work.

**2. Objectives of the proposed certificate program:**

- To familiarize students with the tradition and practice of community organizing in the United States and its importance in our democracy.
- To help students come to an understanding of what it means to be a “citizen professional” in whatever career path they pursue.
- To familiarize students with critical social issues or problems at the local, state, national, or global level.
- To equip students with a basic understanding of American government and ethical frameworks in which they can understand the duties of a citizen in a democracy.
- To help students to see how their major(s) or minor(s) connect to issues of citizenship and social responsibility.
- To engage students in public work that serves the common good.

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program:  
In addition to WKU’s formal mission statement to prepare “students to be productive, engaged leaders in a global society,” our institution upholds a number of other commitments directed toward the development of socially responsible citizens. These commitments include: (1) the emphasis on “community and civic engagement” in the President’s revised strategic plan, (2) WKU’s QEP goal to educate students who will “engage with communities other than their own in purposeful learning activities that explicitly address their capacity and responsibility to contribute to community and society,” (3) our Carnegie Foundation for the Advance of Teaching – Community Engagement Classification, which has the goal of “deepening students’ *civic* and academic learning,” (4) President Ransdell’s signing of the Campus Compact Declaration to “advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility,” (5) our role as an AAC&U Core Commitment 2<sup>nd</sup> Tier Institution which includes a commitment to “create learning environments that prepare students to fulfill their obligations in an academic community and as global and local citizens,” and finally (6) WKU’s role as a leader in the Kentucky Regional Stewardship program which has the aim of “promoting regional and statewide economic development, livable communities, social inclusion, creative governance, and civic participation through public engagement activities.” While these are worthy commitments, academic departments and colleges have only minimally integrated them into curricula. This certificate program is an ambitious effort to create a curricular option for students that reflects more substantively these commitments.

This certificate program is available to all students and can be combined with practically any major. Combining content specific to the formation of socially responsible citizens (e.g., social ethics and civic education) with practical education in the skills and capacities of socially responsible citizenship (e.g., community organizing and service learning), this certificate program provides a unique curricular option for WKU students.

The certificate also builds upon a tradition of interdisciplinary programs at WKU. Because of the unique design of this program, it necessarily will draw on courses from every College on campus and potentially from every department. In this way it involves the entire campus and affirms the fact that every academic discipline potentially speaks to issues of citizenship and social responsibility. This innovative design separates it from other certificate program limited to a particular college or a limited number of departments.

Finally, the certificate offers students a chance to have their work and interests recognized (e.g., on their transcripts) in a way that is not available currently to them. More importantly, this certificate program will provide such students and others an opportunity to reflect about their social concerns in an academic context and earn academic credentials for their work.

- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: The Institute for Citizenship and Social Responsibility has no other curricular programs.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: The Certificate in Citizenship and Social Responsibility is an interdisciplinary program, and thus builds upon current offerings from a variety of departments. At the same time, its very specific focus differentiates it from any other departmental majors, minors, or certificates. It has some similarities with the Leadership Studies certificate, but with some important differences. The ICSR certificate seeks to draw upon courses from the student's major or minor. This is part of the effort to have students realize the social, political, and/or ethical dimensions of their primary field of study (coupled with ICSR 301: Being a Citizen Professional). In addition, the ICSR certificate focuses much less on leadership issues.
- 3.4 Projected enrollment in the proposed certificate program: 20-30, based on current enrollment in ICSR 301 courses and students who have expressed interest in the Certificate.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): The certificate program designed here would be unique in the Commonwealth. Northern Kentucky University has the Scripps Howard Center for Civic Engagement, but no certificate program. The University of Louisville has the Anne Braden Institute for Social Justice Research, but no certificate program. The Kenan Institute for Ethics at Duke University offers a certificate program in Ethics (including a strong social dimension), but does not include the same focus on citizenship as does this proposed certificate. The Kroc Institute for International Peace Studies at Notre Dame University also overlaps in intent with our certificate proposal, though the Kroc Institute awards baccalaureate as well as graduate degrees. The Certificate in Citizenship and Social Responsibility would not compete with other undergraduate programs, but be a supplement to the student's work in his or her primary academic focus.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: According to the WKU mission statement, the institution "prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society." The Certificate in Citizenship and Social Responsibility seeks to forward this mission by providing students with a program that focuses intentionally and specifically on what it means to be "socially responsible" and to be "citizen-leaders." This will be achieved by a combination of ICSR courses, courses in Political Science and Philosophy/Religion, and relevant courses in a student's major(s) or minor(s)

**Curriculum:**

<b>REQUIREMENT</b>	<b>COURSES</b>
I. ICSR Coursework (5 credit hours)	<p>ICSR 300: Public Problem Solving (3 credit hours)</p> <p>ICSR 301: Seminar in Social Responsibility (1 credit hour each)</p> <ul style="list-style-type: none"> <li>○ ICSR 301: “Being a Citizen Professional.”</li> <li>○ One other seminar of the student’s choosing.</li> </ul>
II. Government and Ethics (6 credit hours; one from Political Science and one from Philosophy/Religion)	<p>PS 110: American National Government</p> <p>OR</p> <p>PS 338: Government and Ethics</p> <p>AND</p> <p>PHIL 103: Enduring Questions: The Committed Life</p> <p>OR</p> <p>PHIL/RELS 323: Social Ethics</p>
III. Electives (6 credit hours)	Two courses from the student’s major(s) or minor(s) selected in consultation with ICSR adviser or one course from the student’s major(s) or minor(s) plus the third course from category II.
IV. Public Work Capstone (Students must log at least 30 hours of ICSR approved activity; 1 credit hour)*	ICSR 499: Public Work (1-3 credit hours; repeatable for up to 6 hours)

\* This requirement may be met, with approval of ICSR adviser, by an internship or practicum in the student’s major or minor.

4. **Budget implications:** None. This certificate program draws upon existing course offerings and ICSR staff.

6. **Proposed term for implementation:** 201030.

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

ICSR Directors

February 5, 2010

University College Curriculum Committee

March 1, 2010

Undergraduate Curriculum Committee

22 April 2010

University Senate

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**Attachment: Program Inventory Form**

**University College  
Honors College  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Dr. Clay Motley, clay.motley@wku.edu, 745-2081

**1. Identification of program:**

- 1.1 Current program reference number: NA
- 1.2 Current program title: Honors College
- 1.3 Credit hours: 33

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

Currently, there are two “programs” or “tracks” within the Honors College. Students completing a 33-hour curriculum, which includes a six-hour Capstone Experience/Thesis (CE/T), have the designation “Honors College” graduate. Students who do not complete a six-hour CE/T project but complete the 33-hour curriculum are designated “Honors Program” graduates.

This program revision would add a third “program” or “track” within the Honors College, titled “Honors in the Major,” where students earn 18 hours of Honors credit, with at least 12 hours being in their designated major. It is very important to emphasize that this action will not change the two existing Honors College curricula, but it will add a curriculum track within the Honors College.

A student must earn at least twelve hours Honors credit in upper-division courses, including credit earned through the CE/T project.

A student must complete a three to six-credit hour Capstone Experience/Thesis (CE/T) project in his or her major field of study. The CE/T proposal must be approved by the Honors College through the standard approval process.

A student may only complete the “Honors in the Major” curriculum in their designated “first major.”

If a student’s first major requires or allows courses from multiple disciplines/departments as part of its curriculum, then a student may only apply three hours of Honors credit outside of the major department to satisfy the required 12 hours of Honors credit earned in their major. For example, a student majoring in Biology would have to earn at least nine hours of BIOL Honors credit, and then could choose to count three hours from CHEM 340 that is required as part of the Biology major, for a total of 12 hours of Honors credit earned as part of their major.

Although some majors require courses from multiple departments, all majors require at least nine hours of upper-division credit from one discipline, so the Honors in the Major program will work with any major, regardless of its interdisciplinary nature.

Students earning a Bachelor of Interdisciplinary Studies may participate in the Honors in the Major program by earning Honors credit in one of the ten designated areas of emphasis according to the guidelines described above. For example, a BIS student with a concentration in “Arts” would need to earn at least twelve hours of Honors credit in classes that are approved for this concentration, with at least nine of those hours coming from one department.

Students successfully completing the “Honors in the Major” curriculum will be considered an “Honors in the Major” graduate upon their graduation from WKU and will have the “Honors in the Major” designation listed on their university transcript.

**3. Detailed program description:**

## Honors Curriculum

College Requirements—Students have the choice of completing a thesis or a non-thesis option. Completing the Honors College requires a minimum of 33 semester hours in honors, including:

Thesis Option		Non-Thesis Option	
<b>General Education</b> <i>*Must include at least one course from three of the six general education categories (A, B, C, D, E or F).</i>	<b>9 hours</b>	<b>General Education</b> <i>*Must include at least one course from three of the six general education categories (A, B, C, D, E or F).</i>	<b>9 hours</b>
	<b>3 hours</b>		<b>3 hours</b>
Colloquia	<b>6 hours</b>	Colloquia	<b>6 hours</b>
Honors Elective (any level/major)	<b>6 hours</b>	Honors Elective (any level/major)	<b>6 hours</b>
Honors Upper-Division Electives	<b>3 hours</b>	Honors Upper-Division Electives	<b>9 hours</b>
Honors Upper-Division in Major	<b>6 hours</b>	Honors Upper-Division in Major	
Capstone Experience/ Thesis	<b>33 hours</b>		<b>33 hours</b>
<b>Total Hours</b>		<b>Total Hours</b>	

Students who complete the Non-Thesis Honors curriculum option and graduate with a minimum 3.2 GPA are designated as graduates of the University Honors Program on their final transcripts. Students who complete the Thesis Honors curriculum option and graduate with a minimum 3.2 GPA are designated as graduates of the University Honors College on their final transcripts. Graduates also receive medallions to be worn at Commencement and Honors certificates recognizing their achievement. Medallions and certificates are typically presented to Honors graduates at a banquet at the end of the spring semester.

Honors in the Major	
Minimum Honors Credit in First Major * <i>includes 3 to 6 hours of CE/T credit.</i>	<b>12 hours</b>
Honors Elective (any level/major)	<b>6 hours</b>
<b>Total Hours</b>	<b>18 hours</b>

A student may earn no more than six hours of Honors credit in lower division courses. A student must earn at least twelve hours Honors credit in upper-division courses, including credit earned through the CE/T project. If a student's first major requires or allows courses from multiple disciplines/departments as part of its curriculum, then a student may only apply three hours of Honors credit outside of the primary department to satisfy the Honors in the Major requirements.

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

“Honors in the Major” is proposed to allow transfer students and others not initially admitted to the Honors College to have an Honors experience, primarily in their major.

With the adoption of the Honors College’s 33-hour curriculum (from 24 hours), it is increasingly challenging for students who do not join the Honors College as first-year, first-time freshmen to successfully complete its curriculum. This situation will soon be more problematic as WKU’s transfer and non-traditional student population significantly increases (as is anticipated).

In addition to transfer students, some students enrolling at WKU are not initially eligible for admission to the Honors College or choose not to apply. Unfortunately, by the time their academic achievements qualify them for the Honors College, or they choose to apply, there is not enough time to complete the 33-hour Honors curriculum. And finally, some students simply are not interested in the broad Honors College curriculum and would prefer an Honors experience more narrowly focused on their major.

Any student who has a 3.2 GPA at WKU may enroll in Honors courses, but students will academically benefit more from a coordinated Honors curriculum in their major and the designation on their transcript that would come from it, rather than simply taking a loose collection of Honors courses.

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

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

Honors Development Board:	11/11/09
University College Curriculum Committee	4/05/10
Undergraduate Curriculum Committee	22 April 2010
University Senate	_____

**Attachment: Program Inventory Form**