

Undergraduate Curriculum Committee
Western Kentucky University

Report to the University Senate:

Date: **16 November 2010**
From: **Pamela Petty, Chair**

The Undergraduate Curriculum Committee submits the following items from the 16 November 2010 meeting for approval by the University Senate:

Information Item Report:

- I. Delete a Course
- II. Suspend a Course
- III. Revise Course Prerequisites/Corequisites
 BCOM 466 Directing Television and Film
- IV. Revise a Program
- V. Create a New Course
- VI. Make Multiple Revisions to a Course
- VII. Temporary Course
- VIII. Revise Course Catalog Listing
- IX. Revise Course Grading System
 JOUR 448 Advertising Internship of Practicum
 JOUR 458 PR Internship of Practicum
 JOUR 491 Internship or Practicum
- X. Revise an Academic Policy
- XI. Delete a Program
- XII. Revise a Course Number
- XIII. Create an Equivalent Course

Consent Item Report:

I. Delete a Course

II. Suspend a Course

III. Revise Course Prerequisites/Corequisites

CE 410 Soil Mechanics

ENG 410 Composition Theory and Practice in Writing Instruction

IV. Revise a Program

Ref. # 572P/572 Sport Management

Ref. # 591 Psychology Extended Major

Ref. # 760 Psychology General Major

Ref. # 630 B. A. Dance

V. Create a New Course

PSY 211 Research Methods in Psychology Laboratory

CHNF 201 Intensive Intermediate Chinese I

CHNF 202 Intensive Intermediate Chinese II

CHNF 301 Advanced Chinese I

CHNF 302 Advanced Chinese II

HON 251 Citizen and Self

VI. Make Multiple Revisions to a Course

REC 304 Technology Applications in Recreation

PSY 201 Statistics in Psychology

PSY 210 Experimental Psychology

PSY 361 Psychological Tests and Measurements

VII. Temporary Course

COMM 493 Companion to Capstone in Communication

COMM 528 Communication in the Nonprofit Sector

VIII. Revise Course Catalog Listing

IX. Revise Course Grading System

X. Revise an Academic Policy

XI. Revise Course Credit Hours

XII. Revise a Certificate Program

XIII. Create a New Minor Program

XIV. Revise a Course Number

XV. Revise a Course Title

XVI. Exception to an Academic Policy
Ref. #575 Technology Management

Proposal Date: October 17, 2010

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

Contact Person: Jo-Anne Ryan jo-anne.ryan@wku.edu 745-3828

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: BCOM 466
 - 1.2 Course title: Directing Television and Film
 - 1.3 Credit hours: 3
- 2. Current prerequisites requirements:** BCOM 376 and 379
- 3. Proposed prerequisites:** BCOM 367 and 379
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:**

BCOM 376 *Film for Television* is now an elective in the broadcasting major. BCOM 367 *Field Production* (along with preliminary coursework BCOM 266 *Basic TV Production* and BCOM 366 *Video Editing*) will provide the necessary techniques in videography, lighting, and audio.
- 5. Effect on completion of major/minor sequence:** none
- 6. Proposed term for implementation:** fall 2011
- 7. Dates of prior committee approvals:**

SJ&B Curriculum Committee:	October 20, 2010
School of Journalism & Broadcasting	October 22, 2010
Potter College Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 17, 2010

**Potter College of Arts and Letters
School of Journalism & Broadcasting
Proposal to Revise Course Grading System
(Consent Item)**

Contact Person: Jo-Anne Ryan jo-anne.ryan@wku.edu 745-3828

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: JOUR 448
 - 1.2 Course title: Advertising INTERNSHIP OR PRACTICUM
 - 1.3 Credit hours: 3
- 2. Current course grading system:** pass/fail
- 3. Proposed course grading system:** Standard letter grade
- 4. Rationale for revision of course grading system:** The School of Journalism & Broadcasting adopted an internship policy in fall 2003 that changed all internship/practicum courses to letter grading. The recent publication of the course catalog lists pass/fail as the grading system. Recent past catalogs did not. This proposal will correct/update the catalog.
- 5. Proposed term for implementation:** summer 2011
- 6. Dates of prior committee approvals:**

SJ&B Curriculum Committee:	October 20, 2010
School of Journalism & Broadcasting	October 22, 2010
Potter College Curriculum Committee	__11/4/2010__
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 17, 2010

**Potter College of Arts and Letters
School of Journalism & Broadcasting
Proposal to Revise Course Grading System
(Consent Item)**

Contact Person: Jo-Anne Ryan jo-anne.ryan@wku.edu 745-3828

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: JOUR 458
 - 1.2 Course title: PR INTERNSHIP OR PRACTICUM
 - 1.3 Credit hours: 3
- 2. Current course grading system:** pass/fail
- 3. Proposed course grading system:** Standard letter grade
- 4. Rationale for revision of course grading system:** The School of Journalism & Broadcasting adopted an internship policy in fall 2003 that changed all internship/practicum courses to letter grading. The recent publication of the course catalog lists pass/fail as the grading system. Recent past catalogs did not. This proposal will correct/update the catalog.
- 5. Proposed term for implementation:** summer 2011
- 6. Dates of prior committee approvals:**

SJ&B Curriculum Committee:	October 20, 2010
School of Journalism & Broadcasting	October 22, 2010
Potter College Curriculum Committee	__11/4/2010__
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: October 17, 2010

**Potter College of Arts and Letters
School of Journalism & Broadcasting
Proposal to Revise Course Grading System
(Consent Item)**

Contact Person: Jo-Anne Ryan jo-anne.ryan@wku.edu 745-3828

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: JOUR 491
- 1.2 Course title: INTERNSHIP OR PRACTICUM
- 1.3 Credit hours: 3

2. Current course grading system: pass/fail

3. Proposed course grading system: standard letter grade

4. Rationale for revision of course grading system: The School of Journalism & Broadcasting adopted an internship policy in fall 2003 that changed all internship/practicum courses to letter grading. The recent publication of the course catalog lists pass/fail as the grading system. Recent past catalogs did not. This proposal will correct/update the catalog.

5. Proposed term for implementation: summer 2011

6. Dates of prior committee approvals:

SJ&B Curriculum Committee:	October 20, 2010
School of Journalism & Broadcasting	October 22, 2010
Potter College Curriculum Committee	__11/4/2010__
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 10/15/2010

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

Contact Person: Shane Palmquist, shane.palmquist@wku.edu, 745-2919

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CE 410
- 1.2 Course title: Soil Mechanics
- 1.3 Credit hours: 3

2. Current prerequisites/co-requisites:

Prerequisite: EM 302 or 303

Co-requisite: CE 411

3. Proposed prerequisites/co-requisites:

Prerequisite: GEOL 111 and 113, and EM 302 or 303

Co-requisite: CE 411

4. Rationale for the revision of prerequisites/co-requisites:

If students take GEOL 111 and 113 (The Earth and Lab) and EM 302 or 303 (Mechanics of Deformable Solids) as prerequisite courses, this will ensure adequate preparation for understanding the topics discussed in CE 410 (Soil Mechanics).

5. Effect on completion of major/minor sequence:

The effect should be negligible. In the suggested plan of study in the undergraduate catalogue, students take GEOL 111 and 113 (The Earth and Lab) in the first semester and CE 410 (Soil Mechanics) in the fifth semester.

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Department of Engineering 10/19/10

Ogden Curriculum Committee 11/4/10

Undergraduate Curriculum Committee

University Senate

Attachment: Course Inventory Form

Proposal Date: 14 July 2010

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

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

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: ENG 410
 - 1.2 Course title: Composition Theory and Practice in Writing Instruction
 - 1.3 Credit hours: 3
- 2. Current prerequisites:** ENG 304
- 3. Proposed prerequisites:** ENG 300 and either ENG 302 or ENG 304
- 4. Rationale for the revision of prerequisites:** We need to add ENG 300 because ENG 410 is an advanced composition course that assumes knowledge of and practice with the skills emphasized in ENG 300. That it has not always been a pre-requisite is an oversight. Depending on the major, ENG 302 can be taken in lieu of ENG 304 and so is also an appropriate pre-requisite for this class.
- 5. Effect on completion of major/minor sequence:** none
- 6. Proposed term for implementation:** 201112
- 7. Dates of prior committee approvals:**

English Department/Division:	__9/17/10__
PCAL Curriculum Committee	__10/4/10__
Professional Education Council	__11/10/10__
Undergraduate Curriculum Committee	__11/16/10__
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: December 10, 2010

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

Contact Person: Dr. Bruce A. Larson, bruce.larson@wku.edu 745-2211

1. Identification of program:

- 1.1 Current program reference number: **572P & 572**
- 1.2 Current program title: **Sport Management**
- 1.3 Credit hours: **120**

2. Identification of the proposed program changes: Propose to change admission entry requirement of MATH 116 to read MATH 109 or higher.

3. Detailed program description:

Old Program Admission Requirements	New Program Admission Requirements
ENG 100	ENG 100
CIS 145/161	CIS 145/161
ECON 202	ECON 202
MKT 220	MKT 220
SPM 200	SPM 200
MATH 116	MATH 109 or higher

4. Rationale for the proposed program change: MATH 116 is no longer a pre-requisite for ACCT 200 and as such is not needed or of additional benefit to the student pursuing a degree in Sport Management.

5. Proposed term for implementation: Spring 2011

6. Dates of prior committee approvals:

KRS Department: Oct. 4, 2010

CHHS Undergraduate Curriculum Committee: 10/27/2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 8/26/2010

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise A Program
Action Item**

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

- 1. Identification of program:**
 - 1.1 Current program reference number: 591
 - 1.2 Current program title: Psychology Extended Major
 - 1.3 Credit hours: 51
- 2. Identification of the proposed program changes:** A 1-credit-hour laboratory course, PSY 211, is being added as a corequisite with research methods, PSY 210. PSY 340 is being added as a course in the Applied Psychology category.
- 3. Detailed program description:**

Current Program	Proposed Program
<p>Extended Major</p> <p>The extended major in psychology (reference number 591) requires a minimum of 51 semester hours and leads to a bachelor of arts degree. No minor or second major is required. The extended major is especially appropriate for the student whose career objectives require a more comprehensive undergraduate psychology background. The extended major is designed for students who maintain a minimum 2.50 GPA both overall and in psychology. Requirements are PSY100, 201-210 (prerequisite MATH 116), 361, 390 or 490, 495, and the indicated number of hours from each of the following categories.</p> <p>Developmental Psychology: 3 hours</p> <ul style="list-style-type: none">• PSY 321 - Child Developmental Psychology• PSY 422 - Adolescent Psychology• PSY 423 - Psychology of Adult Life and Aging <p>Social/Industrial-Organizational/Motivation: 3 hours</p>	<p>Extended Major</p> <p>The extended major in psychology (reference number 591) requires a minimum of 52 semester hours and leads to a bachelor of arts degree. No minor or second major is required. The extended major is especially appropriate for the student whose career objectives require a more comprehensive undergraduate psychology background. The extended major is designed for students who maintain a minimum 2.50 GPA both overall and in psychology. Requirements are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p> <p>Developmental Psychology: 3 hours</p> <ul style="list-style-type: none">• PSY 321 - Child Developmental Psychology• PSY 422 - Adolescent Psychology• PSY 423 - Psychology of Adult Life and Aging <p>Social/Industrial-Organizational/Motivation: 3 hours</p>

<ul style="list-style-type: none"> • PSY 350 – Social Psychology • PSY 370 – Industrial/Organizational Psychology • PSY 412 – Psychology of Motivation and Emotion <p>Personality/Abnormal Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 440 – Abnormal Psychology • PSY 450 - Introduction to Personality Theories <p>Biopsychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 411 – Psychology of Sensation and Perception • PSY 480 – Physiological Psychology <p>Learning/Cognition: 3 hours</p> <ul style="list-style-type: none"> • PSY 405 – Cognitive Psychology • PSY 410 – Psychology of Learning <p>Applied Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 371 – The Psychology of Sales Behavior • PSY 455 – Introduction to Clinical Practice of Psychology • PSY 422 – Beginning Skills in Psychological Interviewing • PSY 443 – Behavior Modification • PSY 470 – Psychology and Law • PSY 473 – Training in Business and Industry <p>Psychology Electives: 15 hours</p>	<ul style="list-style-type: none"> • PSY 350 – Social Psychology • PSY 370 – Industrial/Organizational Psychology • PSY 412 – Psychology of Motivation and Emotion <p>Personality/Abnormal Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 440 – Abnormal Psychology • PSY 450 - Introduction to Personality Theories <p>Biopsychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 411 – Psychology of Sensation and Perception • PSY 480 – Physiological Psychology <p>Learning/Cognition: 3 hours</p> <ul style="list-style-type: none"> • PSY 405 – Cognitive Psychology • PSY 410 – Psychology of Learning <p>Field Experience/Independent Study: 3 hours</p> <ul style="list-style-type: none"> • PSY 390 Field Experience in Psychology • PSY 490 Research, Readings, or Special Projects in Psychology <p>Applied Psychology: 3 hours</p> <ul style="list-style-type: none"> • PSY 340 – Sport Psychology • PSY 371 – The Psychology of Sales Behavior • PSY 455 – Introduction to Clinical Practice of Psychology • PSY 422 – Beginning Skills in Psychological Interviewing • PSY 443 – Behavior Modification • PSY 470 – Psychology and Law • PSY 473 – Training in Business and Industry <p>Psychology Electives: 15 hours</p>
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4. **Rationale for the proposed program change:** PSY 211 is being added to the program because the faculty have determined that a lab experience to accompany Research Methods, PSY 210, is essential to meeting the student learning outcomes for the major. PSY 340 was approved by the Department in October 2007 as a revision to the Extended Major, but that proposal was never forwarded on.

5. **Proposed term for implementation and special provisions (if applicable):** Fall, 2011

6. Dates of prior committee approvals:

Department of Psychology: 9/10/2010

CEBS Curriculum Committee 11/2/2010

Undergraduate Curriculum Committee _____

University Senate _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 8/26/2010

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise A Program
Action Item**

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

- 1. Identification of program:**
 - 1.1 Current program reference number: 760
 - 1.2 Current program title: Psychology General Major
 - 1.3 Credit hours: 36
- 2. Identification of the proposed program changes:** A 1-credit-hour laboratory course, PSY 211, is being added as a corequisite with research methods, PSY 210.
- 3. Detailed program description:**

Current Program	Proposed Program
<p>General Major</p> <p>The general major in psychology (reference number 760) requires a minimum of 36 semester hours and leads to a bachelor of arts degree. A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). Required courses are PSY100, 201,210 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p> <p>Developmental Psychology: 3 hours</p> <ul style="list-style-type: none">• PSY 321 - Child Developmental Psychology• PSY 422 - Adolescent Psychology• PSY 423 - Psychology of Adult Life and Aging <p>Social/Industrial-Organizational/Motivation: 3 hours</p> <ul style="list-style-type: none">• PSY 350 – Social Psychology• PSY 370 – Industrial/Organizational Psychology• PSY 412 – Psychology of Motivation and	<p>General Major</p> <p>The general major in psychology (reference number 760) requires a minimum of 37 semester hours and leads to a bachelor of arts degree. A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above). Required courses are PSY100, 210, 211, 301 (prerequisite MATH 116), 361, 495, and the indicated number of hours from each of the following categories.</p> <p>Developmental Psychology: 3 hours</p> <ul style="list-style-type: none">• PSY 321 - Child Developmental Psychology• PSY 422 - Adolescent Psychology• PSY 423 - Psychology of Adult Life and Aging <p>Social/Industrial-Organizational/Motivation: 3 hours</p> <ul style="list-style-type: none">• PSY 350 – Social Psychology• PSY 370 – Industrial/Organizational Psychology• PSY 412 – Psychology of Motivation and

Emotion	Emotion
Personality/Abnormal Psychology: 3 hours	Personality/Abnormal Psychology: 3 hours
<ul style="list-style-type: none"> • PSY 440 – Abnormal Psychology • PSY 450 - Introduction to Personality Theories 	<ul style="list-style-type: none"> • PSY 440 – Abnormal Psychology • PSY 450 - Introduction to Personality Theories
Biopsychology: 3 hours	Biopsychology: 3 hours
<ul style="list-style-type: none"> • PSY 411 – Psychology of Sensation and Perception • PSY 480 – Physiological Psychology 	<ul style="list-style-type: none"> • PSY 411 – Psychology of Sensation and Perception • PSY 480 – Physiological Psychology
Learning/Cognition: 3 hours	Learning/Cognition: 3 hours
<ul style="list-style-type: none"> • PSY 405 – Cognitive Psychology • PSY 410 – Psychology of Learning 	<ul style="list-style-type: none"> • PSY 405 – Cognitive Psychology • PSY 410 – Psychology of Learning
Psychology Electives: 6 hours	Psychology Electives: 6 hours

4. **Rationale for the proposed program change:** The sequence of core courses is being rearranged so that the research methods course, PSY 210, will have a corequisite 1-credit-hour laboratory experience, PSY 211, both of which will be prerequisites for Statistics in Psychology, PSY 301. The course sequence is being changed because an understanding of research methods and research design will better prepare students for understanding the statistical applications presented in the Statistics in Psychology course.
5. **Proposed term for implementation and special provisions (if applicable):** Fall, 2011
6. **Dates of prior committee approvals:**

Department of Psychology:	<u>9/10/2010</u>
CEBS Curriculum Committee	<u>11/2/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: October 5, 2010

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

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

1. Identification of program:

- 1.1 Current program reference number: 630
- 1.2 Current program title: B.A. Dance
- 1.3 Credit hours: 44

2. Identification of the proposed program changes:

We propose to implement an entry assessment and third semester application process for students pursuing a B.A. in Dance. Students intending to major in dance would be assessed prior to beginning the dance program. After receiving a written assessment of their technical dance skills from the dance faculty, those students choosing to pursue the degree would be enrolled as “seeking admission.” Students may then formally apply for full admittance to the Dance B.A. after the completion of two semesters (transfer students must complete at least 15 hours at WKU).

Students seeking admission must meet the following minimum requirements before applications for the B.A. in Dance will be accepted:

- Maintained an overall GPA of at least 2.5;
- Completed 8 credit hours of dance technique;
- Taken or currently be enrolled in a 300-level technique course (ballet, jazz, modern)

Students denied admission into the B.A. in Dance program may appeal that decision by submitting a written appeal to the Department Head. The Department Head will meet with the dance faculty to discuss the appeal.

3. Detailed program description:

REQUIRED COURSES	CREDIT HOURS	NOTES
PERF 175: University Experience	2	
PERF 120: Rehearsal & Production I	1	
PERF 121: Rehearsal & Production II	1	
BIOL 131: Human Anatomy & Physiology	*	<i>*Tallied as part of the General Education requirements in this concentration</i>

One of the following technical courses:

THEA 250: Stage Electrics 3

THEA 241: Costume Technology 3

Ballet Technique Courses 8 *Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.*
(2 credits each)

Modern Technique Courses 4 *Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.*
(2 credits each)

Jazz Technique Courses 4 *Initial placement based on demonstrated skill level. Must achieve at least level 5 in either Ballet or Jazz and level 3 in a second genre.*
(2 credits each)

DANC 200: Dance Pedagogy 3

DANC 235: Dance Improvisation 3

DANC 310: Choreography I 3

DANC 350: Dance History 3

DANC 420: Choreography II 3

Upper division restricted electives in 6
dance or related areas.

4. Rationale for the proposed program change:

The B.A. in Dance requires that students meet a level 5 in either ballet or jazz and a level 3 in a second technique to graduate. This assessment and application process is intended to maximize student success within the dance program.

In Spring 2010, the dance program was evaluated by the National Association of Schools of Dance, our national accrediting agency. The visiting evaluators strongly recommended that we implement an audition process.

This application process is in line with the audition processes at all of Western Kentucky University's benchmark schools that offer a B.A. in dance: Ball State, Eastern Michigan University, Montclair State University, and Oakland University.

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

Entry assessment auditions offered during the 2011-12 school year, full implementation in Fall 2012

6. Dates of prior committee approvals:

Department of Theatre and Dance: October 5, 2010

Potter College Curriculum Committee 11/4/2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Program Inventory Form

Proposal Date: 8/26/2010

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

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 211
- 1.2 Course title: Research Methods in Psychology Laboratory
- 1.3 Abbreviated course title: Research Methods Lab
- 1.4 Credit hours and contact hours: 1 credit hour; 2 contact hours
- 1.5 Type of course: B (Lab)
- 1.6 Prerequisites/corequisites: Prerequisite: PSY 100 with a C or better; Corequisite: PSY 210
- 1.7 Course catalog listing: Laboratory course to accompany PSY 210. Laboratory exercises involving research design, methodology, data collection, methods of organizing and presenting data, and research report writing.

2. Rationale:

- 2.1 Reason for developing the proposed course: Psychology is a science and as such it is important that students have a laboratory experience. This course will ensure that all psychology majors have experience in the application of psychology research methodology in a laboratory setting. In addition, it is expected that the laboratory experience will better prepare students to succeed in some of the more research intensive upper-level courses, and better prepare them to participate in research projects for independent study course credit.
- 2.2 Projected enrollment in the proposed course: We project an enrollment of about 100-120 students per year (including summer) based on current annual enrollment in PSY 210.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department offers a research methods course (PSY210), but does not currently offer any laboratory courses. The lab course would provide hands-on experience with the methods students are learning about in PSY 210 by allowing students to run experiments, to collect data, and to present findings in APA style. In addition, the learning experiences provided by the lab course will strengthen the foundation for statistics and upper-division courses such as learning, cognition, and sensation and perception which require extensive knowledge of research methodology.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other science disciplines at WKU offer laboratory courses (e.g., BIOL 114, BIOL 121, CHEM 121, CHEM 108, GEOL 113, PHYS 181) with instruction pertinent

to methodology within that discipline. PSY 211 would be a lab directly related to the psychology discipline and will give students a hands-on opportunity to learn about research methods used in psychological research.

2.5 Relationship of the proposed course to courses offered in other institutions: Many of WKU's benchmark institutions offer a laboratory experience in conjunction with a research methods or experimental psychology course. These include:

- The University of Central Missouri, PSY 2110 Research Design and Analysis I (3 hrs. lecture, 1 hr. lab) and PSY 2120 Research Analysis and Design II (3 hrs. lecture, 1 hr. lab)
- Eastern Michigan University, PSY 301 Introductory Experimental Psychology (3 hrs. lecture, 1 hr. lab)
- Middle Tennessee State University requires, PSY 3070 (3 hrs.) Research Methods and PSY 3071 (1 hr.) Research Methods Lab I
- Montclair State University, PSYC 301 Experimental Psychology (3 hrs. lecture, 1 hr. lab)
- Northern Arizona University, PSY 302 Research Methods (3 hrs. lecture, 1 hr. lab)
- Stephen F. Austin State University, PSY 341 Experimental Psychology (3 hrs. lecture, 1 hr. lab)
- Towson University, PSY 314 Research Methods (3 hrs. lecture, 1 hr. lab)
- University of Northern Iowa, PSYCH 2002 Research Methods (3 hrs. lecture, 1 hr. lab)

3. Discussion of proposed course:

3.1 Course objectives: Students will be able to...

- describe the advantages and disadvantages of various research designs used in psychological research
- identify design issues such as eliminating confounds, control of extraneous variables, and external validity
- identify different types of research methods used in psychology
- identify techniques of data collection
- utilize psychology library resources
- create and deliver research presentations
- write research reports in APA style

3.2 Content outline: The course will consist of a series of weekly laboratory exercises designed to complement the topics covered in PSY 210 Research Methods in Psychology and to give students hands-on experience with research design, methodology, data collection, organization and description of data, and the presentation of research results across a range of topic areas in psychology. The particular laboratory exercises employed may vary somewhat across instructors, but in general the exercises will sample content from many areas of psychology including perception, learning, motivation, cognition, social interactions, personality, and so on in order to illustrate fundamental principles of research design and methodology.

- Week 1: Descriptive Statistics
- Week 2: Single-Subject Designs
- Week 3: Observational Research
- Week 4: Survey Research
- Week 5: Correlational Research
- Week 6: Two-Group Between Subjects Experiments
- Week 7: Multiple Group Between-Subjects Experiments
- Week 8: Within-Subjects Experiments
- Week 9: 2 x 2 Factorial Designs
- Week 10: Higher Order Factorial Designs
- Week 11: Ethics
- Week 12: Writing Results in APA Style
- Week 13: Presenting Results
- Week 14: Presenting Results

3.3 Student expectations and requirements: Students will be graded on their performance on laboratory exercises, presentations, written reports, and other assignments.

3.4 Tentative texts and course materials:

- Neuman, L.W. (2009). *Understanding research*. Boston, MA: Allyn & Bacon
- Salkind, N. (2009). *Exploring research* (7th Ed.). Upper Saddle River, NJ: Prentice Hall.
- Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2005). *Research methods in psychology*. Boston, MA: McGraw-Hill.

4. Resources:

4.1 Library resources: Psychology journals already carried by the WKU library will provide an adequate library resource for this course.

4.2 Computer resources: Computer lab in the new Education and Psychology Building; American Psychological Association online Psychology Laboratory.

5. Budget implications:

5.1 Proposed method of staffing: Existing staff

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Department of Psychology: 9/10/2010

CEBS Curriculum Committee 11/2/2010

University Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 09/30/2010

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

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

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: CHNF 201
- 1.2 Course title: Intensive Intermediate Chinese I
- 1.3 Abbreviated course title: Intensive Inter Chin I
- 1.4 Credit hours and contact hours: 4 credit hours; 6 contact hours
- 1.5 Schedule type: Lecture/Lab
- 1.6 Prerequisite: CHNF102
- 1.7 Course catalog listing:

Intensive instruction in Chinese, designed to develop students' language skills and all-round communicative competence to a novice -high to intermediate-low level.

2. Rationale

- 2.6 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, outcomes-based curriculum for Mandarin Chinese that prepares students to become global professionals who are able to work, live, and succeed in both the US and in China. In Fall 2009, 15 students began the Chinese Flagship program in CHNF101. As the students have moved through the curriculum, we have developed the upper levels of the curriculum. This course was designed to follow CHNF 101 and CHNF 102. CHNF 201 was offered as a temporary course twice before. The first offering was during the summer of 2010 in China as part of a WKU faculty-led study abroad for Flagship students. The second offering was in the fall of 2010 to students who participated in the summer study abroad but had not entered the Flagship program and were interested in enrolling in the Flagship program. The overall curriculum is designed to take students with little or no prior knowledge of Chinese to the superior level of proficiency upon finishing this program. With each temporary offering, we have been able to refine the curriculum so that it articulates with the CHNF first-year sequence and also continue to build student proficiency in the target language in all four skills (reading, writing, listening, and speaking) and prepare students for the third-year sequence.
- 2.7 Projected enrollment in the proposed course:

Based on the current enrollment and recruiting targets and faculty available to teach, we expect to have 10-15 students in the proposed course.

- 2.8 Relationship of the proposed course to courses now offered by the department
The sequences of Chinese Flagship courses that are under development are brand new in the program. The proposed course is part of the second year sequence out of a four-year Chinese language curriculum (CHNF101, 102, 201, 202, 301, 302, 401, 402), which we hope to have in place by fall of 2011. CHNF 101 and 102 have already been proposed and approved as permanent offerings. CHNF 301 and 302 have been developed and are to be submitted with CHNF 201 and 202 to become permanent offerings. CHNF 401 and 402 are under development and will be proposed in spring 2011. Additionally, in conjunction with the Honors College, Honors colloquia and study abroad courses have been developed that complement the first and second year offerings and provide students instruction on culture, history, politics, etc. of China and opportunities for structured exploration of China.
- 2.9 Relationship of the proposed course to courses offered in other departments:
CHNF 201 is the second year sequence of the CHNF four-year curriculum. It is both accelerated and intensive. Chinese classes offered in Modern Languages are typically three credit hours (CHNF courses are four credits). As such, students are able to cover about twice material in the CHNF curriculum as compared to the CHIN curriculum. The curriculum in CHNF is articulated with CHIN, so that if a student who started in the Flagship program chose to leave, they could continue Chinese language study in the Modern Languages. Conversely, a student who starts with the CHIN courses could transfer over to the CHNF courses. Additionally, all CHNF courses count toward requirements for the Honors College and also toward the Asian Studies Major offered by Potter College. Non-Flagship students may enroll in the proposed course with faculty approval from the Flagship program.
- 2.10 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 are offered in other Chinese Flagship programs include CHIN 211 at the University of Mississippi, CHIN 201 at San Francisco State University, CHN 211 at the University of Rhode Island, and CHNF 201 at Indiana University.

3. Discussion of proposed course

3.1 Course objectives:

- Help improve students' language abilities in speaking, listening, reading and writing to communicate successfully in increasingly challenging daily life situations in the target culture through engaging students in meaningful and practical activities.
- Develop students' understanding of the relationship between practices and perspectives of the cultures of the Chinese speaking world as relevant to the language topics addressed in this course.

- Address uneven skill development among students of different backgrounds through individualized instruction.
- Help students reach intermediate-low level language proficiency in reading, listening, speaking and writing as set by ACTFL (American Council on the Teaching of Foreign Languages).

3.2 Course outline:

This course will visit and revisit some of the daily life topics such as school life, finding a place to live, eating at a restaurant, shopping, dating, courses selection, jobs, education and geographic features of China, etc to strengthen and expand students' abilities to deal with these situations in the target culture. Some of these topics were introduced in CHNF 101 and 102. The curriculum will circle back to these themes and introduce more vocabulary, more complex structures, different levels of discourse and registers, etc. To this end, about 700 characters and phrases and more complex grammatical structures will be introduced and a variety of activities such as role plays, pair work, group work, discussions and presentations will be adopted in classroom teaching. In addition, students are encouraged to use their language outside the classroom through interaction with language partners in China and on campus and with the Chinese community in the neighborhood.

3.3 Student expectations and requirements:

Students are expected to attend daily classes and participate actively in class activities. They are also expected to do weekly reading and writing assignments, weekly one-on-one tutorials with native Chinese instructors, and produce and present one final project. Upon completion of this course, students should have control of a cumulative total of 1,400 characters.

3.4 Tentative text(s):

Integrated Chinese, Level 2, Part 1: Textbook, 3rd edition, by Yuehua Liu et al. Cheng and Tsui Publishing house, 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 2011

7. Dates of prior committee approvals:

Chinese Flagship 09/30/2010

University College Curriculum Committee 10/25/2010

University Curriculum Committee _____

University Senate _____

Proposal Date: 09/30/2010

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

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

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: CHNF202
- 1.2 Course title: Intensive Intermediate Chinese II
- 1.3 Abbreviated course title: Intensive Inter Chin II
- 1.4 Credit hours and contact hours: 4 credit hours; 6 contact hours
- 1.5 Schedule type: Lecture/Lab
- 1.6 Prerequisite: CHNF201
- 1.7 Course catalog listing:

Intensive instruction in Chinese, designed to further develop students' language skills and all-round communicative competence to an intermediate-low to intermediate-mid level.

2. Rationale

- 2.1 Reason for developing the proposed course:

This course was developed as a part of the second year sequence (CHNF 201-202) out of a four-year Chinese language program that aims to prepare students to become global professionals who are able to work, live and succeed in both the US and in China. CHNF 202 was offered as a temporary course twice before. The first offering was during the summer of 2010 in China as part of a WKU faculty-led study abroad for Flagship students. And it will be offered again in the spring of 2011 to students who finish CHNF 201 this fall. The overall curriculum is designed to take students with little or no prior knowledge of Chinese to the superior level of proficiency upon finishing this program. With each temporary offering, we have been able to refine the curriculum so that it articulates with CHNF 201 and the CHNF first year sequence and also continues to build student proficiency in the target language in all four skills (reading, writing, listening, and speaking) and prepare students for the third-year sequence.
- 2.2 Projected enrollment in the proposed course:

Based on the current enrollment and recruiting targets and faculty available to teach, we expect to have 10-15 students in the proposed course.
- 2.3 Relationship of the proposed course to courses now offered by the department

The sequences of Chinese Flagship courses that are under development are brand new in the program. The proposed course is part of the second year sequence out of a four-year Chinese language curriculum (CHNF 101, 102, 201, 202, 301, 302, 401, 402), which we hope to have in place by fall of 2011. CHNF 101 and 102 have already been proposed and approved as permanent offering. CHNF 301 and 302 have been developed and are to be submitted with CHNF 201 and 202 to become permanent offerings. CHNF 401 and 402 are under development and will be proposed in spring 2011. Additionally, in conjunction with the Honors College, Honors colloquia and study abroad courses have been developed that complement the first and second year offerings and provide students instruction on culture, history, politics, etc. of China and opportunities for structured exploration of China.

- 2.4 Relationship of the proposed course to courses offered in other departments:
CHNF202 is the second year sequence of the CHNF four-year curriculum. It is both accelerated and intensive. Chinese classes offered in Modern Languages are typically three credit hours (CHNF courses are four credits). As such, students are able to cover about twice material in the CHNF curriculum as compared to the CHIN curriculum. The curriculum in CHNF is articulated with CHIN, so that if a student who started in the Flagship program chose to leave, they could continue Chinese language study in the Modern Languages. Conversely, a student who starts with the CHIN courses could transfer over to the CHNF courses. Additionally, all CHNF courses count toward requirements for the Honors College and also toward the Asian Studies Major offered by Potter College. Non-Flagship students may enroll in the proposed course 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 CHIN 212 at the University of Mississippi, CHIN 202 at San Francisco State University, CHN 212 at the University of Rhode Island and CHNF 202 at Indiana University.

3. Discussion of proposed course

- 3.1 Course objectives:
- Help improve students' language abilities in speaking, listening, reading and writing to communicate successfully in challenging situations in the target culture.
 - Develop students' understanding of the relationship between practices/products and perspectives of the cultures of the Chinese speaking world as relevant to the language topics addressed in this course.
 - Address uneven skill development among students of different backgrounds through individualized instruction.

- Help students reach intermediate-mid level language proficiency in reading, listening, speaking and writing as set by ACTFL (American Council on the Teaching of Foreign Languages).

3.2 Course outline:

This course will expose students to a broad range of topics from holidays/celebrations to travel, education, environment, economics, literature, and history to expand students' abilities to handle these situations and topics in the target culture. It will introduce another 700 characters and phrases, complex grammatical structures and discourse features, and idiomatic expressions. Discussions, debates, presentations and projects will be used throughout the semester. Students are also encouraged to use their language outside the classroom through Chinese language partners and individual tutorials to become self-directed learners and to use their language to serve the community.

3.3 Student expectations and requirements:

Students are expected to attend daily classes and participate actively in class activities. They are also expected to do weekly reading and writing assignments, weekly tutorials with native speakers of Chinese instructors, and produce and present two cultural projects. Upon completion of this course, students should have control of a cumulative total of 2,100 characters.

3.4 Tentative text(s):

Integrated Chinese, Level 2, Part 2: Textbook, 3rd edition, by Yuehua Liu and Tao-Chung Yao, Cheng and Tsui publishing house, 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 : Spring 2012

7. Dates of prior committee approvals:

Chinese Flagship 10/10/2010

University College Curriculum Committee 10/25/2010

University Curriculum Committee

University Senate

Proposal Date: 10/10/2010

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

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

1. Identification of proposed course

- 1.8 Course prefix (subject area) and number: CHNF301
- 1.1 Course title: Intensive Advanced Chinese I
- 1.2 Abbreviated course title: Intensive Adv Chin I
- 1.3 Credit hours and contact hours: 4 credit hours; 4 contact hours
- 1.4 Schedule type: Lecture/Lab
- 1.5 Prerequisite: CHNF202
- 1.6 Course catalog listing:

Continued intensive instruction in Chinese, designed to further develop students' language skills and all-round communicative competence to intermediate-mid to intermediate-high level.

2. Rationale

- 2.1 Reason for developing the proposed course:

This course was developed as a part of the third year sequence (CHNF 301-302) out of a four-year Chinese language program that aims to prepare students to become global professionals who are able to work, live and succeed in both the US and in China. CHNF 301 was offered as a temporary course this fall. The overall curriculum is designed to take students with little or no prior knowledge of Chinese to the superior level of proficiency upon finishing this program. After running it as a temporary course, we have been able to refine the curriculum so that it articulates with the CHNF second year sequence and also continues to build student proficiency in the target language in all four skills (reading, writing, listening, and speaking) and prepare students for the fourth year sequence.
- 2.2 Projected enrollment in the proposed course:

Based on the current enrollment and recruiting targets and faculty available to teach, we expect to have 10-15 students in the proposed course.

- 2.3 Relationship of the proposed course to courses now offered by the department
The sequences of Chinese Flagship courses that are under development are brand new in the program. The proposed course is part of the third year sequence out of a four-year Chinese language curriculum (CHNF 101, 102, 201, 202, 301, 302, 401, 402), which we hope to have in place by fall of 2011. CHNF 101 and 102 have already been proposed and approved as permanent offerings. CHNF 301 and 302 have been developed and are to be submitted with CHNF 201 and 202 to become permanent offerings. CHNF 401 and 402 are under development and will be proposed in spring 2011. Additionally, in conjunction with the Honors College, Honors colloquia and study abroad courses have been developed that complement the language course offerings and provide students instruction on culture, history, politics, etc of China and opportunities for structured exploration of China.
- 2.4 Relationship of the proposed course to courses offered in other departments:
CHNF301 is the third year sequence of the CHNF four-year curriculum. It is both accelerated and intensive. Chinese classes offered in Modern Languages are typically three credit hours (CHNF courses are four credits). As such, students are able to cover about twice material in the CHNF curriculum as compared to the CHIN curriculum. The curriculum in CHNF is articulated with CHIN, so that if a student who started in the Flagship program chose to leave, they could continue Chinese language study in the Modern Languages. Conversely, a student who starts with the CHIN courses could transfer over to the CHNF courses. Additionally, all CHNF courses count toward requirements for the Honors College and also toward the Asian Studies Major offered by Potter College. Non-Flagship students may enroll in the proposed course 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 CHIN 311 at the University of Mississippi, CHIN 301 at San Francisco State University, CHN 311 at the University of Rhode Island, and CHIN 301 at Indiana University.

3. Discussion of proposed course

- 3.1 Course objectives:
- Introduce issues of contemporary China to help students understand these issues and the Chinese perspectives on them.
 - Address uneven skill development among students of different backgrounds through individualized instruction.
 - Help students reach intermediate-high to advanced-low level language proficiency in reading, listening, speaking and writing as set by ACTFL (American Council on the Teaching of Foreign Languages).

- Help students to become self-directed learners and encourage students to use their language skills to serve the community.

3.2 Course outline:

This course will introduce to the students topics of contemporary China and the Chinese perspectives on them. It will cover topics such as family, love, marriage, health and wellness, history, communications, lifestyles, etc. It will introduce formal languages, traditional characters, Chinese four character expressions, Tang poetry, and famous sayings of Confucius, etc. Discussions, debates, presentations and projects will be used throughout the course. Students are also encouraged to use their language outside the classroom through language partners and individual tutorials to become self-directed learners.

3.3 Student expectations and requirements:

Students are expected to attend daily classes and participate actively in class activities. They are also expected to do weekly reading and writing assignments, weekly writing tutorials with native speakers of Chinese instructors, and regular oral presentations on cultural and social topics.

3.4 Tentative text(s):

Chinese perspectives: Advanced reading and writing, edited by Zhiping Zhu and Lanming Liu, Beijing Normal University Publishing House, 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 2011

7. Dates of prior committee approvals:

Chinese Flagship	<u>09/30/2010</u>
University College Curriculum Committee	<u>10/25/2010</u>
University Curriculum Committee	_____
University Senate	_____

Proposal Date: 10/10/2010

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

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

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: CHNF 302
- 1.2 Course title: Intensive Advanced Chinese II
- 1.3 Abbreviated course title: Intensive Adv Chin II
- 1.4 Credit hours and contact hours: 4 credit hours; 4 contact hours
- 1.5 Schedule type: Lecture/Lab
- 1.6 Prerequisite: CHNF202
- 1.7 Course catalog listing:

Continued intensive instruction in Chinese, designed to further develop students' language skills and all-round communicative competence to intermediate-high to advance-low level.

2. Rationale

- 2.1 Reason for developing the proposed course:

This course was developed as a part of the third-year sequence (CHNF 301-302) out of a four-year Chinese language program that aims to prepare students to become global professionals who are able to work, live and succeed in both the US and in China. The overall curriculum is designed to take students with little or no prior knowledge of Chinese to the superior level of proficiency upon finishing this program. This course continues to build student proficiency in the target language in all four skills (reading, writing, listening, and speaking) and prepare students for the fourth year sequence.
- 2.2 Projected enrollment in the proposed course:

Based on the current enrollment and recruiting targets and faculty available to teach, we expect to have 10-15 students in the proposed course.
- 2.3 Relationship of the proposed course to courses now offered by the department

The sequences of Chinese Flagship courses that are under development are brand new in the program. The proposed course is part of the third year sequence out of a four-year Chinese language curriculum (CHNF 101, 102, 201, 202, 301, 302, 401, 402), which we hope to have in place by fall of 2011. CHNF 101 and 102 have already been proposed and approved as permanent offering. CHNF 301, 302, 201 and 202 are to be submitted to become permanent offerings this fall. CHNF 401 and 402 are under development and will be proposed in spring 2011. Additionally, in

conjunction with the Honors College, Honors colloquia and study abroad courses have been developed that complement the language course offerings and provide students instruction on culture, history, politics, etc of China and opportunities for structured exploration of China.

- 2.4 Relationship of the proposed course to courses offered in other departments:
CHNF302 is the third-year sequence of the CHNF four-year curriculum. It is both accelerated and intensive. Chinese classes offered in Modern Languages are typically three credit hours (CHNF courses are four credits). As such, students are able to cover about twice material in the CHNF curriculum as compared to the CHIN curriculum. The curriculum in CHNF is articulated with CHIN, so that if a student who started in the Flagship program chose to leave, they could continue Chinese language study in the Modern Languages. Conversely, a student who starts with the CHIN courses could transfer over to the CHNF courses. Additionally, all CHNF courses count toward requirements for the Honors College and also toward the Asian Studies Major offered by Potter College. Non-Flagship students may enroll in the proposed course 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 CHIN 312 at the University of Mississippi, CHIN 302 at San Francisco State University, CHN 312 at the University of Rhode Island, and CHIN 302 at Indiana University.

3. Discussion of proposed course

- 3.1 Course objectives:
- Introduce issues of contemporary China to help students understand these issues and the Chinese perspectives on them.
 - Address uneven skill development among students of different backgrounds through individualized instruction.
 - Help students reach advance-low to advance-mid level language proficiency in reading, listening, speaking and writing as set by ACTFL (American Council on the Teaching of Foreign Languages).
 - Help students to become self-directed learners and encourage students to use their language skills to serve the community.
- 3.2 Course outline:
This course continues to introduce topics of contemporary China and the Chinese perspectives on them. It will cover social issues and themes on culture and history, character cultivations, and personal stories and experiences, etc. It continues to introduce formal languages, traditional characters, more Chinese four character expressions and famous sayings from Chinese classics. Discussions, debates, presentations and projects will

be used throughout the course. Students are also encouraged to use their language outside the classroom through Chinese corner, language partners, and individual tutorials to become self-directed learners.

3.3 Student expectations and requirements:

Students are expected to attend daily classes and participate actively in class activities. They are also expected to do weekly reading and writing assignments, weekly writing tutorials with native speakers of Chinese instructors, and regular oral presentations on cultural and social topics.

3.4 Tentative text(s):

Chinese perspectives: Advanced reading and writing, edited by Zhiping Zhu and Lanming Liu, Beijing Normal University Publishing House, 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 : Spring 2012

7. Dates of prior committee approvals:

Chinese Flagship	<u>09/30/2010</u>
University College Curriculum Committee	<u>10/25/2010</u>
University Curriculum Committee	_____
University Senate	_____

Proposal Date: 09/30/2010

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

Contact Person: Paul N. Markham, paul.markham@wku.edu, 5-3221

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: HON 251
- 1.2 Course title: Citizen and Self
- 1.3 Abbreviated course title: CITIZEN AND SELF
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L/S
- 1.6 Prerequisites/corequisites: Good standing in the Honors College or Honors eligibility (minimum 3.2 GPA). Sophomore standing or approval from instructor required.
- 1.7 Course catalog listing: A focus on the theoretical knowledge and practical skills that will lay the foundation for becoming an effective citizen. Students will participate in large group lecture and small group seminars.

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 2nd 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.”

President Ransdell’s charge to implement a “core curriculum and an Honor’s Baccalaureate degree by 2012,” has given Honors College faculty a unique opportunity to shape a rich academic experience for HC students. Given the institutional commitments to civic education mentioned above, a vital component of the Honors College core curriculum should focus on building theoretical knowledge and practical skills for effective citizenship. HON 251 will address these goals by exposing students to rigorous academic content and engaging them in distinct applied projects intended to further cultivate their sense of civic agency.

Finally, as public institutions of higher education in Kentucky have adopted the Association of American Colleges and Universities’ essential learning outcomes for general education, HON 251 will address outcome #3 – *Personal and Social Responsibility*.

- 2.2 Projected enrollment in the proposed course: 150 per semester – based on Honors College admissions of 300 in annual entering class.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is intended to be a required component of a proposed Honors College core curriculum. The courses making up the core will be interdisciplinary in nature and designed to compliment one another as students progress through their general education experience. *Citizen and Self* will be the only course in the core dealing explicitly with building theoretical knowledge and practical skills for effective citizenship.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course shares some similarities with ICSR 300 – Public Problem Solving. While both ICSR 300 and HON 251 explore foundational principles of civic agency and effective citizenship, HON 251 will engage students in a broader range of theoretical knowledge and exposure to distinct applied projects intended to further cultivate students’ sense of civic agency. The course will also feature a team teaching approach and combination of lecture and seminar-style content delivery.
- 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: SOCY 205 (Civic Agency and Social Entrepreneurship) taught at the University of Maryland – Baltimore County, MIND 289 (Coming of Age) taught at the University of Northern Colorado, EDL 104 (Leadership for the Public Good) taught at Miami University, PAL 154 (Public Narrative) taught at Harvard University, and the “Spectator to Citizen” course sequence taught at Denver University.

3. Discussion of proposed course:

- 3.5 Course objectives: Course objectives are based on the AAC&U's LEAP learning outcome #3 – *Personal and Social Responsibility* – and include: (1) civic knowledge and engagement at both the local and global levels; (2) intercultural knowledge and competence; (3) ethical reasoning and action; and (4) foundations and skills for lifelong learning. All of which are anchored through active involvement with diverse communities and real-world challenges.

In terms of specific course objectives, students will:

- Explore the role of citizen as problem solver and co-creator of public goods.
- Study and practice the place of public work in a democratic society.
- Understand “citizen professionalism” and the role of the professional as collaborator, organizer, and catalyst for positive social change.
- Build theoretical knowledge and practical skills to prepare students to work effectively in their communities, social groups, and broader society to initiate and achieve social change.
- Gain an understanding of the value of and approaches to public and community-based research.
- Use interdisciplinary perspectives, methods, and insights to critically examine social issues.
- Discuss and evaluate issues arising from intensive readings and other course-related activities.
- Learn and apply methods for professional written and oral presentation.

- 3.6 Content outline:

- I. Introduction to citizenship and civic education
 - A. Identity and self-awareness
 - B. Public narrative
 - C. Problem identification
 - D. Citizenship
- II. Civic agency
 - A. Public work and everyday politics
 - B. Public problem solving (theoretical approaches)
 - C. Civic professionalism
 - D. Diversity and group dynamics
 - E. Research and active reflection
- III. Practicing citizenship (campus & community engagement)
 - A. Public and community-based research
 - B. Sustainable partnerships
 - C. Critical analysis and presentation

- 3.7 Student expectations and requirements: Students will: (1) demonstrate through discussion and written work their understanding of the theoretical framework and principles of effective citizenship; (2) document their course-related practice and experience through written and oral reflective exercises; and (3) develop and implement public work projects within their field of interest.

- 3.8 Tentative texts and course materials: Examples include:

- *The Good Society* – Robert Bellah
- *Democracy in America* – Alexis De Tocqueville
- *Emotions and Judgments of Value* – Martha Nussbaum
- *Twenty Years at Hull House* – Jane Addams
- *Education for Democracy* – Barber and Battistoni
- *Building America* – Boyte and Kari
- *Social Entrepreneurs and the Power of New Ideas* - Bornstein

4. Resources:

- 4.3 Library resources: Adequate
- 4.4 Computer resources: Adequate

5. Budget implications:

- 5.5 Proposed method of staffing: This course will be taught by Honors College faculty and Honors College Fellows.
- 5.6 Special equipment needed: None
- 5.7 Expendable materials needed: None
- 5.8 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Honors College Advisory Committee: October 12, 2010

University College Curriculum Committee: October 25, 2010

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: April 14, 2010

**College of Health and Human Services
Department of Kinesiology, Recreation, and Sport
Proposal to Make Multiple Revisions to a Course**

(Action Item)

Contact Person: Tammie Stenger-Ramsey, tammie.stenger@wku.edu, 745-6063

1. Identification of course:

- 1.4 Current course prefix (subject area) and number: REC 304
- 1.5 Course title: Technology Applications in Recreation
- 1.6 Credit hours: 3.0

2. Revise course title:

- 2.1 Current course title: *Technology Applications in Recreation*
- 2.2 Proposed course title: *Technology in Evaluation*
- 2.3 Proposed abbreviated title: *Technology in Evaluation*
- 2.4 Rationale for revision of course title: *Provide better description of and more accurately reflect course content.*

3. Revise course catalog listing:

- 3.1 Current course catalog listing: *Technology in the workplace with specific emphasis on equipment and applications used by recreation professionals*
- 3.2 Proposed course catalog listing: *Utilization of technology and computer software to assist with creating instruments, analyzing data, and reporting results from recreation needs assessments and program evaluation.*
- 3.3 Rationale for revision of course catalog listing: *More accurately reflect course content. Better show compliance with National Recreation and Park Association Council on Accreditation Standards.*

4. Proposed term for implementation: Summer 2011

5. Dates of prior committee approvals:

Kinesiology, Recreation, and Sport Department: ___May 22, 2010___

CHHS Curriculum Committee _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 8/26/2010

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

1. Identification of course:

- 1.7 Current course prefix (subject area) and number: PSY 201
- 1.8 Course title: Statistics in Psychology
- 1.9 Credit hours: 3

2. Revise course title: N/A

- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

3. Revise course number:

- 3.1 Current course number: PSY 201
- 3.2 Proposed course number: PSY 301
- 3.3 Rationale for revision of course number: The course content is suitable for a Junior-level course and PSY 210 and a laboratory experience, PSY 211, are being made prerequisites.

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites: PSY 100 and MATH 116 (or higher math course), with a grade of "C" or better; Corequisite: PSY 210
- 4.2 Proposed prerequisites: PSY 210, PSY 211, and MATH 116 (or higher math course), all with a grade of "C" or better.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: The sequence of core courses is being rearranged so that the research methods course, PSY 210, and a corequisite laboratory experience, PSY 211, will be prerequisites for PSY 301 Statistics in Psychology. The course sequence is being changed because an understanding of research methods and research design will better prepare students for understanding the statistical applications presented in PSY 301. The methods course corequisite requirement is being eliminated.

- 4.4 Effect on completion of major/minor sequence: This change should have little or no effect on time to complete requirements of the major (Ref. #s 591 & 760). Class scheduling may be somewhat easier for students because the 6-hr. PSY 201 and PSY 210 corequisite block is being eliminated. PSY 210 and PSY 211 will become prerequisites for PSY 301 Statistics in Psychology. The 1-credit-hour laboratory experience will add 1 hour to the 36-credit-hour-major. Additional provisions are not needed for current majors/minors because students in the past have completed PSY 201 and PSY 210 in the same term. Consequently, current majors/minors will complete the new sequence of courses (PSY 210 and PSY 211 before completing PSY 301) without a disruption.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: This two-course block is a fused presentation of statistics and experimental methodology for the psychologist. It includes methods of organizing, describing, and analyzing psychological data. Selected experiments from the main areas of the field are carried out by the students in the psychology laboratory.
- 5.2 Proposed course catalog listing: Methods of organizing, describing, and analyzing psychological data.
- 5.3 Rationale for revision of course catalog listing: The revised course listing more clearly distinguishes the content of the methods course from that of the statistics course.

6. Revise course credit hours: N/A

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

- 7. Proposed term for implementation:** Fall 2011. In the fall 2011 semester, one section of PSY 210 will be scheduled without the new corequisite PSY 211 lab section to accommodate students in earlier program years. The appropriate students will be advised into this section. This will ease the transition to the new requirements for students who have a catalog year of 2010 or earlier. ICAP exception forms will be submitted as needed to substitute PSY 301 for PSY 201. This plan has been approved by the Registrar.

8. Dates of prior committee approvals:

Department of Psychology: 9/10/2011

CEBS Curriculum Committee 11/2/2010

Undergraduate Curriculum Committee _____
University Senate _____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 210
- 1.2 Course title: Experimental Psychology
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Experimental Psychology
- 2.2 Proposed course title: Research Methods in Psychology
- 2.3 Proposed abbreviated title: Research Methods
- 2.4 Rationale for revision of course title: The methodology psychology students need to know is broader than just experimental methodology and includes quasi-experimental methods, survey methodology, and qualitative methodology.

3. Revise course number: N/A

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites: PSY 100 and MATH 116 (or higher math course), with a grade of "C" or better; Corequisite: PSY 201
- 4.2 Proposed prerequisite: PSY 100 with a grade of C or better; Corequisite PSY 211
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: The sequence of core courses is being rearranged so that the research methods course, PSY 210, will be a prerequisite for Statistics in Psychology (currently PSY 201, but to become PSY 301). A corequisite 1-credit-hour laboratory experience will be required. The course sequence is being changed because an understanding of research methods and research design will better prepare students for understanding the statistical applications presented in the Statistics in Psychology course. The statistics course corequisite requirement is being eliminated.
- 4.4 Effect on completion of major/minor sequence: This change should have little or no effect on time to complete requirements of the major (Ref. #s 591 & 760).

Class scheduling may be somewhat easier for students because the 6-hr. PSY 201 and PSY 210 corequisite block is being eliminated. PSY 210 and PSY 211 will become prerequisites for PSY 301 Statistics in Psychology. The 1-credit-hour laboratory experience will add 1 hour to the 36-credit-hour-major. Additional provisions are not needed for current majors/minors because students in the past have completed PSY 201 and PSY 210 in the same term. Consequently, current majors/minors will complete the new sequence of courses (PSY 210 and PSY 211 before completing PSY 301) without a disruption.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: This two-course block is a fused presentation of statistics and experimental methodology for the psychologist. It includes methods of organizing, describing, and analyzing psychological data. Selected experiments from the main areas of the field are carried out by the students in the psychology laboratory.
- 5.2 Proposed course catalog listing: Introduction to scientific thinking, research design, and research methods in psychology. Includes the nature of scientific explanations, validity, reliability, measurement scales, the rationale underlying hypothesis testing, critical evaluation of scientific evidence presented in journals and popular media, and how to write research reports.
- 5.3 Rationale for revision of course catalog listing: The revised course listing more clearly distinguishes the content of the methods course from that of the statistics course.

6. Revise course credit hours: N/A

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Fall, 2011

8. Dates of prior committee approvals:

Department of Psychology:	<u>9/10/2010</u>
CEBS Curriculum Committee	<u>11/2/2010</u>
Undergraduate Curriculum Committee	_____
University Senate	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 8/26/2010

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PSY 361
 - 1.2 Course title: Psychological Tests and Measurements
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites/special requirements:** PSY 100, PSY 201, and PSY 210
- 3. Proposed prerequisites/corequisites/special requirements:** PSY 210 and PSY 211, or permission of the instructor
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** The sequence of core courses is being rearranged so that the corequisite requirement between the methods course (210) and the statistics course (old 201/new 301) will be eliminated. In addition, a methods lab (211) is being added.
- 5. Effect on completion of major/minor sequence:** Because students will no longer need to complete MATH 116 and PSY 201(old)/301(new), as a sequence before enrollment in PSY361 it will facilitate students' efforts to stay on track and complete the prerequisite course sequence in a more timely manner.
- 6. Proposed term for implementation:** Fall, 2011
- 7. Dates of prior committee approvals:**

Department of Psychology:	<u>9/10/2010</u>
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CEBS Curriculum Committee	<u>11/2/2010</u>
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Professional Education Council (if applicable)	_____
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General Education Committee (if applicable)	_____
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Undergraduate Curriculum Committee	_____
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University Senate	_____
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Attachment: Course Inventory Form

Proposal Date: 10/25/2010

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

Contact Person: Larry Snyder, Lawrence.snyder@wku.edu, 745-3957

8. Identification of proposed course

- 1.10 Course prefix (subject area) and number: COMM 493
- 1.11 Course title: Companion to Capstone in Communication
- 1.12 Abbreviated course title: Capstone Companion
- 1.13 Credit hours: 2
- 1.14 Schedule type: L
- 1.15 Prerequisite or corequisite: COMM 300
Corequisite: COMM 494
Prerequisite: COMM 200. Senior standing, for departmental majors only.
WKU catalog of entry pre-Fall 2010
- 1.16 Course description: Companion course to COMM 494 Capstone in Communication

9. Rationale

- 2.11 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.
- 2.12 Relationship of the proposed course to courses offered in other academic units:
No relationship

10. Description of proposed course

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

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

- 11.1 Reason for offering this course a second time on a temporary basis: Still need to accommodate students following the old curricula so that they do not end up 2 hours short. We anticipate that this will be the last term requiring the adjustment.
- 11.2 Term course was first offered: Fall 2010

11.3 Enrollment in first offering: 30

12. Term of Implementation: Spring 2011

13. Dates of review/approvals:

Communication Department: 3/18/2010

PCAL Curriculum Committee _____

PCAL Dean

UCC Chair _____

Provost: _____

Attachment: Course Inventory Form

Proposal Date: September 28, 2010

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

Contact Person: Dr. Jennifer Mize Smith, Jennifer.mize.smith@wku.edu, 745-5147

14. Identification of proposed course

- 14.1 Course prefix (subject area) and number: COMM 528
- 14.2 Course title: Communication in the Nonprofit Sector
- 14.3 Abbreviated course title: Comm in the Nonprofit Sector
- 14.4 Credit hours and contact hours: 3
- 14.5 Type of course: S
- 14.6 Prerequisites/corequisites: none
- 14.7 Course catalog listing: Survey of organizational communication issues and the ways in which they are uniquely situated in and applied to nonprofit organizations and philanthropy.

15. Rationale

- 2.13 Reason for offering this course on a temporary basis:
In recent years, communication scholars have directed attention to the uniqueness of communication processes and challenges found in the nonprofit sector. Given the increasing importance of nonprofit organizations and the growing number of career opportunities in the nonprofit sector, it is important to offer a course that explores the communication issues related to working and volunteering in a nonprofit context.
- 2.14 Relationship of the proposed course to courses offered in other academic units:
This course would be the only graduate course focused on nonprofit communication offered in the department. Because the Communication graduate program is an applied communication program, this course complements other courses by offering the opportunity to apply communication theory and concepts to a nonprofit context.

16. Description of proposed course

- 16.1 Course content outline
Major topics covered in this course include the following:
 - Overview and Historical Development of the Third Sector in the U.S.
 - Communication among Nonprofit Stakeholders – Discourse, Practices, Roles, Identification, Socialization, Work-life Policies, Organizational Support
 - Nonprofit Organizational Discourse and Identity
 - Corporate Philanthropy and Workplace Giving

Role of Technology in Nonprofit Organizations
Organizational Change and Collaboration

- 16.2 Tentative text(s) and course materials:
Readings will include but are not limited to the following:

- Ashcraft, K. L., & Kedrowicz, A. (2002). Self direction or social support? Nonprofit empowerment and the tacit employment contract of organizational communication studies. *Communication Monographs*, 69, 88-111.
- Bhattacharya, C. B., Rao, H., & Glynn, M. A. (1995). Understanding the bond of identification: An investigation of its correlates among art museum members. *Journal of Marketing*, 59(4), 46-57.
- Bradshaw, P. (2002). Reframing board-staff relations: Exploring the governance function using a storytelling metaphor. *Nonprofit Management & Leadership*, 12, 471-481.
- Brown, W. A., & Yoshioka, C. F. (2003). Mission attachment and satisfaction as factors in employee retention. *Nonprofit Management & Leadership*, 14, 5-18.
- Daley, J. M., Netting, E. F., Angulo, J. (1996). Languages, ideologies, and cultures in nonprofit boards. *Nonprofit Management & Leadership*, 6, 227-240.
- Della-Piana, C. K., & Anderson, J. A. (1995). Performing community: Community service as cultural conversation. *Communication Studies*, 46, 187-200.
- Hammack, D. (2002). Nonprofit organizations in American history. *American Behavioral Scientist*, 45, 1638-1674.
- Hoye, R. (2004). Leader-member exchanges and board performance of voluntary sport organizations. *Nonprofit Management & Leadership*, 15, 55-70.
- Jaskyte, K. (2004). Transformational leadership, organizational culture, and innovativeness in nonprofit organizations. *Nonprofit Management & Leadership*, 15, 153-168.
- Lewis, L. (2005). The civil society sector: A review of critical issues and research agenda for organizational communication scholars. *Management Communication Quarterly*, 19, 238-267.
- Lewis, L. K., Hamel, S. A., & Richardson, B. K. (2001). Communicating change

to nonprofit stakeholders: Models and predictors of implementers' approaches. *Management Communication Quarterly*, 15, 5-41.

Mael, F., & Ashforth, B. E. (1992). Alumni and their alma mater: a partial test of the reformulated model of organizational identification. *Journal of Organizational Behavior*, 13(2), 103-123.

Marx, J. D. (1999). Corporate philanthropy: What is the strategy? *Nonprofit and Voluntary Sector Quarterly*, 28, 185-198.

McComb, M. (1995). Becoming a travelers aid volunteer: Communication in socialization and training. *Communication Studies*, 46, 297-316.

Ostrander, S. O., & Schervish, P. G. (1990). Giving and getting: Philanthropy as a social relation. In Jon Van Til's (Ed.), *Critical issues in American philanthropy: Strengthening theory and practice* (pp. 67-98). San Francisco: Jossey-Bass.

Pitt-Catsoupes, M., Swanberg, J. E., Bond, J. T., & Galinsky, E. (2004). Work-life policies and programs: Comparing the responsiveness of nonprofit and for-profit organizations. *Nonprofit Management & Leadership*, 14, 291-312.

Ruud, G. (1995). The symbolic construction of organizational identities and community in a regional symphony. *Communication Studies*, 46, 201-221.

Ruud, G. (2000). The symphony: Organizational discourse and the symbolic tensions between artistic and business ideologies. *Journal of Applied Communication Research*, 28, 117-143.

Saidel, J. R., & Cour, S. (2003). Information technology and the voluntary sector workplace. *Nonprofit and Voluntary Sector Quarterly*, 32, 5-24.

Shaw, M. M. (2003). Successful collaboration between the nonprofit and public sectors. *Nonprofit Management & Leadership*, 14, 107-120.

Smith, J.M. (2004, November). *Identification among nonprofit board members: Exploring and managing multiple targets*. Paper presented at the meeting of the National Communication Association, Chicago, IL.

Smith, J. M., Arendt, C., Lahman, J. B., Settle, G., Duff, A. (2005). Framing the work of art: Spirituality and career discourse in the nonprofit arts sector. *Communication Studies*, 57, 25-46.

Tidwell, M. V. (2005). A social identity model of prosocial behaviors within

nonprofit organizations. *Nonprofit Management & Leadership*, 15, 449-467.

Trethewey, A. (1997). Resistance, identity, and empowerment: A postmodern feminist analysis of clients in a human service organization. *Communication Monographs*, 64, 281-301.

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

- 17.1 Reason for offering this course a second time on a temporary basis: This course has been offered one time on a temporary basis and is currently on the Graduate Council agenda to become a new course. The department would like to offer this course in Spring 2011 because students in their second year of the program need an elective that has not been offered during their time in the program. Offering this course will remedy constraints of limited faculty resources by providing more diverse courses in the program.
- 17.2 Term course was first offered: Fall 2008
- 17.3 Enrollment in first offering: 7

18. Term of Implementation: Spring 2011

19. Dates of review/approvals:

<u> X </u> Department/Division:	<u>April 20, 2010</u>
<u> </u> Curriculum Committee	<u> </u>
<u> </u> Dean	<u> </u>
UCC Chair	<u> </u>
Provost:	<u> </u>

Attachment: Course Inventory Form

**Ogden College of Science and Engineering
Architectural and Manufacturing Sciences Department
Proposal for an Exception to an Academic Policy
(Action Item)**

Contact Person: Greg Arbuckle E-mail: greg.arbuckle@wku.edu Phone: 5-6592

1. Identification of proposed policy exception:

Waiver of 15 hours of the required 42 hours of upper division courses for transfer students who have successfully completed an associate's degree from KCTCS or other accredited community college and are pursuing the baccalaureate degree in Technology Management (2+2).

2. Catalog statement of existing policy:

At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except the minors in business administration and computer information systems, and majors in social studies, art education, middle grades education, and middle grades science; refer to the specific program description for details.) A minimum of 42 undergraduate semester hours must be completed in upper division courses (courses numbered 300 and above) by students earning a baccalaureate degree (except for majors in computer information technology, systems management, dental hygiene, and health sciences; refer to each specific major description for more details.)

3. Statement of proposed policy exception: (changes in italics)

At least one-half of the semester hours required for each major and minor must be earned in undergraduate courses numbered 300 and above (except the minors in business administration and computer information systems, and majors in social studies, art education, middle grades education, and middle grades science; refer to the specific program description for details.) A minimum of 42 undergraduate semester hours must be completed in upper division courses (courses numbered 300 and above) by students earning a baccalaureate degree (except for majors in computer information technology, systems management, *technology management*, dental hygiene, and health sciences; refer to each specific major description for more details.)

4. Rationale for proposed policy exception:

Baccalaureate degree seeking students who have completed an associate's degree from community colleges have completed a program of study in a particular field and taken courses which transfer with lower-division credit only. The 15 hour waiver with help facilitate articulation from community/junior colleges.

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

This exception would allow an easier articulation for these students transferring from community/junior colleges. Students will be expected to fulfill all other University requirements for degree completion (i.e. hours toward degree completion, residency requirements, etc.).

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Department of AMS 22 Oct. 2010

OCSE Curriculum Committee 4 Nov 2010

University Curriculum Committee _____

University Senate _____

